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ABSTRACT

This curriculum guide contains six units covering over 60 hours of lessons on career development designed for Vietnamese, Laotian, and Cambodian students in the United States. Developed for use by counselors, career guidance specialists, vocational instructors, instructors in English as a second language, and other professionals involved in career development for Indochinese, the guide includes instructor guidelines, instructor support materials, and student materials in English as well as in the students' native languages. The suggested lessons and activities are intended to help Indochinese students make more effective career choices by allowing them to compare work settings in the United States and in their native countries; examine their interests, values, attitudes, and desired lifestyles; explore the variety of occupations available in the United States; strengthen their decision-making skills and make wise career choices based on personal assessment; improve job search skills; discover and apply ways to be successful on the job; and experience being in the U.S. labor market. Each unit is divided into several lessons which provide objectives, suggestions for instructor preparation, procedures and materials, guidelines for classroom and non-classroom activities, and supplementary materials. (Author/MJL)

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CAREER DEVELOPMENT FOR INDOCHINESE:

A CURRICULUM GUIDE

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Patricia Hawkins Katz, M.A.

Project Director

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San Jose City College

San Jose Community College District

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Edited by:	Linda Phillips-Jones, Ph.D. Patricia Hawkins Katz, M.A.
Typed by:	Elaine Lindner and Mary Teicher
Graphics by:	Duc Quach Lam Dinh Le

PROJECT STAFF

Project Administrator	Charles Southward Assistant Dean of Instructional Support Services
Project Director	Patricia Hawkins Katz
Project Secretary	Elaine Lindner
Project Evaluator	Dan Walker Director, Contract Instruction and Cooperative Education Programs Foothill College
Project Translators	Lam Dinh Le Vic Meksavan Heang B. Khau
Project Graphic Artists	Duc Quach Lam Dinh Le

AUTHORS

Patricia Hawkins Katz, M.A.
Project Director, Career Development For Indochinese,
San Jose City College

Linda Phillips-Jones, Ph.D.
Research Scientist, American Institutes For Research,
Palo Alto, California

Vigon Meksavan, B.S.
Quality Engineer, FMC Corporation,
San Jose, California

Carol Firenzi Anglin, M.A.
Resource Specialist, Multilingual Programs,
Santa Clara Unified School District

Heang B. Khau, B.A.
Vice President, Cambodian New Life Association of Santa Clara County; Cambodian Community Worker, Indochinese Refugees Health Services Program

Carolyn McFarlane, B.A.
Research Associate, American Institutes For Research,
Palo Alto, California

Lam Dinh Le, M.B.A.
Consultant, Indochinese Career Development Project
San Jose City College

Bill Mathiasen, B.A.
Coordinator, Cooperative Work Experience Education,
Foothill-De Anza Community College District

Jeanne Richards, M.A.
Retired Work Experience Coordinator
Santa Clara Unified School District

CONSORTIUM ADVISORY COMMITTEE

Charles H. Southward
Assistant Dean, Instructional Support Services
San Jose City College

Thuan Bui
Counselor
American River College

Stan Schall
Coordinator, Career and Occupational Education
Los Angeles City College

Betty Michelozzi
Counselor/Coordinator, Career Program
Mission College

Ngo Nhu Bich
Program Assistant
San Jose Metropolitan Adult Education Program

Y-Klong Adrong
Executive Director
Indochinese Resettlement and Cultural Center

Tran Cong Thien
Counselor
San Jose City College

Sary Pann
Employment Counselor
Indochinese Resettlement and Cultural Center

Cindy Massaro
Sales Assistant
General Electric Company

Veronese Anderson
Counselor
West Valley College

Shirley Kawazoe
Associate Coordinator, Career Planning and Placement
De Anza College

Vic Meksavan
Engineer
FMC Corporation

David Guzman
Dean of Counseling
Santa Ana College

Rich Silton
Manager, Human Resources Development
Memorex

Art Takahara
President
De Anza Manufacturing Services, Inc.

Stelvio Locci
Vocational Education Specialist
Foothill College

Tran Dinh Tri
Counselor
Evergreen Valley College

Gene Long
Consultant, Instructor
San Jose City College

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A SPECIAL NOTE OF APPRECIATION FROM THE PROJECT DIRECTOR

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This has been a joint effort. Thank you, every one, for doing your part to make it happen.

Patricia Hawkins Katz

INTRODUCTORY NOTE:

Welcome to Career Development for Indochinese: A Curriculum Guide, a comprehensive set of materials developed for Vietnamese, Lao and Cambodian students.

Whether you are an ESL, VESL, vocational instructor, counselor or career guidance teacher, we feel that this guide is for you. It is written in six units: Working in the United States; Personal Assessment; Career Exploration; Career Decision-Making; Job Search; and Success on The Job.

We hope that this introductory chapter will give you some background information about the career guidance needs of the students who may be using this guide with as well as ways Career Development For Indochinese: A Curriculum Guide might fit into your program.

CAREER DEVELOPMENT FOR INDOCHINESE: A CURRICULUM GUIDE:

THE PROGRAM

WHAT IS CAREER DEVELOPMENT FOR INDOCHINESE: A CURRICULUM GUIDE?

Career Development For Indochinese: A Curriculum Guide is a comprehensive career development curriculum that contains over 60 hours of lessons designed for Vietnamese, Lao and Cambodian students. The guide contains instructor guidelines, instructor support materials, and student materials which include English as well as the students' native languages.

PURPOSE OF THE PROGRAM

Career Development For Indochinese: A Curriculum Guide is the second part of a two-part program designed to meet the career guidance needs of Indochinese students. The first part is Career Counseling Materials and Techniques For Use With Vietnamese, a 340-page manual which contains career guidance materials and strategies for professional guidance and para-professional counselors to use with their Vietnamese clients. As a result of that project, it was felt that a comprehensive career development curriculum designed to meet the specific cultural and linguistic needs of all of the Indochinese refugees was badly needed.

Career Development For Indochinese: A Curriculum Guide was designed to help Indochinese make more effective career choices. The activities encourage the Indochinese to:

- take a comparative, non-judgmental look at work in the United States and in their native countries;
- examine their interests, values, abilities, and desired lifestyles;
- explore the wide variety of occupations available in the United States;
- strengthen their career decision-making skills;
- make wise career choices based on personal assessment;
- improve their job search skills;
- discover and apply ways to be successful on the job;
- have hands-on experiences in the U.S. labor market.

PROJECT FUNDING SOURCE

Project funds were authorized by the Vocational Education Act of 1963, as amended in 1976, Subpart 3.

WHY DO INDOCHINESE NEED A CAREER DEVELOPMENT PROGRAM?

Indochinese are faced with literally thousands of career options from which to choose (some 40,000 U.S. job titles are listed in the U.S. Department of Labor's Dictionary of Occupational Titles); yet they are generally aware of very few. They are even less aware of how to pursue various options. What is more, when they are aware of new possibilities, they may not have the encouragement, financial cushions, and other reinforcements they need to go after these options.

Indochinese with advanced education and professional experience may be frustrated at not being able to acquire the right credentials or licenses in order to continue the same careers here. Their needs may include help with the credential application process, test-taking resources, a search for potential employers in their fields willing to hire on a contingency basis until licenses are attained, or some unrelated temporary employment in order to pay the bills until the credentials arrive.

Some students may be working in a field for which they were trained but may be experiencing the same type of career "burnout" now common among American workers. (Midlife crisis and desire for change can occur among many Indochinese, too.) Not only are these Indochinese frustrated with their work situations, but they feel guilty for not being satisfied when so many of their friends are still searching. Their needs may include dealing with these feelings of guilt and frustration in addition to finding strategies to 1) locate different occupations or jobs, 2) enrich their current jobs, or 3) seek career satisfaction from avocations.

Indochinese students with very few job skills may be overwhelmed at having to compete in the crowded American labor market. Their needs may include awareness of the advantages and disadvantages of various unskilled, skilled, technical, managerial, and professional occupations, what skills and training are needed for different jobs, strategies for pursuing that training, and job search skills. Chances are these students will need your help in finding some temporary income while they go through the process of becoming more marketable.

As mentioned earlier, career and vocational guidance materials designed to meet the specific needs of Indochinese students are few in number. Oftentimes, those programs which offer employment counseling, vocational counseling, career counseling, vocational training, vocational English, or related opportunities operate on the assumption that the Indochinese student has an understanding of American culture and has already decided on a career or occupation; that he or she needs only to be informed about a particular occupation and receive proper training and education to qualify for entrance into that occupation. This is not necessarily the case.

The young Indochinese adults who seek your advice may appear certain of their career plans, but it is possible that these decisions were made without much deliberation or research. Their expressed needs may be for information only, which you can easily supply. However, it is possible that they could also use some hints from you of other options as well as challenges to determine the soundness and practicality of their choices. Those who have no idea which career to pursue will benefit from your well-designed career counseling approach.

Indochinese ex-military persons may feel totally out of sync with the American civilian labor scene. Their needs maybe to identify jobs in which military knowledge is actually an asset or else identify competencies (skills and knowledge) that are transferable to other jobs and settings. Or they may need help in starting anew in a field that is of potential interest to them.

The middle-aged Indochinese woman who is seeking paid employment outside the home could be experiencing anxiety and conflict over her decision to work. If she is working out of sheer economic necessity and has a traditional Indochinese husband who is opposed to it, she may need your counsel as she deals with her feelings and with his. She will probably need guidance and support as she combs through the career options and their requirements and payoffs and as she makes her decisions. Perhaps she has the encouragement of her husband and children. If so, she is fortunate but still may need your help in identifying work options and in devising strategies to manage time and deal with any career-home conflicts that could arise once she begins working.

Characteristically, the Indochinese who have been arriving in the United States have been basing their career/vocational choices on very limited information and usually on an unrealistic evaluation of their English skills, and no evaluation of their other abilities, interests, values and job requirements. This situation is evident from a survey conducted with the Indochinese students enrolled in the English As A Second Language Program at San Jose City College. This survey indicated that roughly half of the 350 students polled wanted to prepare for an occupation in the electronics industry. When asked about how they made these career choices, a common answer was "through talking with friends." They seemed almost completely unaware of other career choices open to them. This may be understandable, given the extent to which the electronics industry dominates the economic life of that particular region, but it is not a rational approach, and it can have unhappy consequences in the case of many individuals.

Many Indochinese are unaware that in the U.S.A. career exploration is becoming commonplace, not only to young people starting out, but to mature individuals who may be considering a mid-life career change. They are not aware that structured career exploration can be a process with a tremendous potential for breathing new life into a career. Without proper career exploration/counseling strategies, Indochinese just beginning their career search and those seeking career changes often end up as poorly paid dishwashers or teacher's aides, their talent and training lost to society, and their lives frustrated by jobs which do not adequately tap their potential.

Coupled with their career needs are the many other needs that your Indochinese students may have. Problems in financing, housing, transportation, language, interpersonal relationships, adjustment to change, anxiety over school and work pressures are difficult to separate from career needs and may, in fact, take priority over career planning at times. In short, your Indochinese students may be coming to you with a very full agenda of needs.

TARGET AUDIENCES

This guide has been developed for use by counselors, career guidance specialists, vocational instructors, English as a second language instructors, vocational English as a second language instructors and other professional and paraprofessionals who are currently working with Indochinese in the field of career development.

This guide also contains material of direct use by Indochinese students. (As noted in How To Use This Guide, the sections are color coded to distinguish between those for instructor use and those for Vietnamese, Lao and Cambodian students.) Some of the materials may be at a reading or experience level that is not appropriate for students who do not read English or their native language or whose work experience and education is very limited. With these students, it will be up to the instructor to simplify the materials or adapt them to fit the needs of those students.

THE INSTRUCTOR'S PERSPECTIVE

As a professional or paraprofessional seeking to help the Indochinese, your task isn't easy. First of all, there are tremendous differences among the Indochinese students you will be serving. Your students may include any or all of the following:

- An Indochinese who has graduated from college in his or her country, the United States, or elsewhere and who is underemployed and looking for work that is more demanding and/or more financially rewarding.

- An unskilled Indochinese who is desperately looking for a job of any kind in order to provide for a spouse and children.

- A highly motivated, yet confused, 18-year old Indochinese who has no idea what career to pursue.

- A former Indochinese military officer who does not see any way to transfer military skills to American civilian life.

- A middle-aged Indochinese woman who is seeking work outside the home (against the wishes of her traditional husband).

- An Indochinese who was a farmer in his or her native country and is now seeking a job in an urban area.

- An Indochinese who has never been to school and now needs to learn English as well as find a job.

Your class may or may not consist entirely of Indochinese students. These materials were developed in such a way that we feel they could be adapted for use by any refugee or limited non-English speaking group. Because of the wide range of students you will be serving, we urge you to evaluate the students on an individual basis according to their individual needs and use the appropriate materials contained in the guide that meet the needs of those individuals.

We encourage you to keep in mind that this is only a guide--you will need to adapt the materials to fit the specific needs of your particular setting.

THE INDOCHINESE STUDENT'S PERSPECTIVE

Your Indochinese students also have a difficult task--in fact, several difficult tasks. For Indochinese refugees and immigrants, pain and personal tragedy are still fresh in their minds. Many don't know the status of friends and family left behind. Many are struggling with guilt for being among the survivors of the war and exodus from their home countries.

Yet despite these memories, which can surface daily, they have been expected to get down to the business at hand--finding a place to live, schools for their children, transportation, a support system of friends and acquaintances, some kind of job. Regardless of their past experience, they have been expected to learn a new language, set new goals, get whatever education and training they lack, start earning their own way, and--if any problems occur--to ask for help.

Asking for help--particularly in the form of guidance and counseling from a stranger--is not something Indochinese have been used to doing. Their schools did not employ guidance counselors. Teachers never taught units on personal problem solving, marriage and the family, career options, or job-seeking skills.

Formal career guidance activities didn't exist in their countries. Religious teachings had little specific advice about career decision making. Newspapers and magazines didn't carry articles on ways of finding career success. There were no public or private employment counselors, no "headhunters," no career-life planning workshops. There were personnel departments in Vietnamese, Cambodian, Laotian, American, and other offices, but no one went to these for counseling; they went there to be hired. Family counselors were unheard of; social workers were rare. Psychiatrists and psychologists existed but were almost never utilized by the average Indochinese.

It was not so much that career guidance and counseling was considered bad or undesirable in Cambodia, Vietnam, and Laos. It was more that there was no recognized need for professional help on these matters. The immediate and extended family provided any guidance that was needed. Parents and grandparents generally guided the same way American families do--according to their own knowledge and exerience. Since family elders are very highly respected by Indochinese children and youth, this advice and counsel was almost always adopted and implemented. The gaps were filled by advice from friends, fellow employees, and employers. Whatever was left was learned via day-to-day experiences.

This same approach--getting advice from family and friends--has been your students' same source of guidance in the United States. Those who arrived first learned the basic ropes and passed on their experiences to newcomers. Not surprisingly, many of the career-life patterns that have evolved look very similar. Thus, certain occupational fields, e.g., electronics, are heavily populated with Indochinese while others, e.g., career guidance and counseling, have almost none.

HOW THEN CAN I ENCOURAGE INDOCHINESE STUDENTS TO TAKE SUCH IN CLASS?

How Can I Encourage. . .

There are several strategies you can use to "sell" the class to Indochinese students. For example, you can

- Invite Indochinese students to sit in on one of your classes so that they can see what it's like and become interested in signing up for the class next term.
- Have various advertisements, such as brochures, fliers, and posters printed in English, Vietnamese, Cambodian, and Laotian, and distribute them throughout the Indochinese community as well as throughout your school.
- Acquaint other faculty members with the class so that they can encourage Indochinese students to take it.
- Try to have a respected Indochinese spread the word about the class to other Indochinese via publications, visits with Indochinese families, radio announcements, etc.
- Collect "success stories" about persons who have benefitted from the course, and share these with Indochinese prospective students.
- Stress the practical nature of the class to the Indochinese you contact. Share samples of the "products" they will receive in the class, e.g., job applications, sample resumes, tips on interviewing, English vocabulary.

HOW TO USE THIS GUIDE

As with any curriculum guide, this manual is only designed to be used as a guide. You will need to adapt the program and materials to fit the individual needs of your students and your setting. The materials are designed to be used in either an individual or group setting. Each lesson will take approximately one hour.

Unit Components

Each unit contains the following components:

- Instructor Guidelines
- Instructor Support Materials
- Student Materials: English/Cambodian
  English/Vietnamese
  English/Laotian
  English only*

Instructor Guidelines

The instructor guidelines contain:

1. Student Objectives-- what the students will accomplish in the lesson.
2. Preparation-- what materials the instructor needs to prepare for the lesson.
3. Procedure-- a capsule description of the processed used in the lesson.
4. Materials-- list of materials and equipment to be brought to class.
5. Guidelines-- the step-by-step procedures to follow in the lesson.
6. Notes-- suggestions to expand or clarify the Guidelines and space to write your own personalized notes.
7. Outside Activity(ies)--homework or additional activities to be completed by students on their own.

*In some cases, project staff felt that it was not necessary to translate student materials. These materials are located behind the translated materials.

8. References and Supplementary Materials-- books, articles, and other materials that may be useful, and space to add your own resources.

Instructor Support Materials

Support materials are included to provide the instructor with necessary background information to teach the lesson. Included are: overhead transparency masters, suggested lecture outlines, background information, explanations of some of the longer activities, etc.

For easier use, these materials have been coded in the following manner:

Example:	III -	2 -	IH	a
	Unit	Lesson Number	Instructor Handout	Handout Letter

Student Handouts

A wide variety of student materials for each lesson have been included. These include vocabulary lists, worksheets, checklists, case studies, outside assignment sheets. For easier use, these have been given the following coding procedure:

Example:	III -	2 -	SH	a
	Unit	Lesson Number	Student Handout	Handout Letter

SHOULD I COMPLETE ALL UNITS, IN ORDER, FROM COVER TO COVER?

The curriculum guide has been designed to follow a logical sequence in the career development process. However, each unit is designed in such a way that it could be taught as a separate unit of study.

The student activities have been designed to provide a "learning bridge" for the Indochinese. In the beginning units, the lessons are teacher centered, corresponding to the common learning environment in Indochina. As you move through the curriculum, student activities become more student centered: group discussion; class presentations; role-playing, corresponding to the typical American school experience.

HELPFUL HINTS ON MAKING THIS COURSE A SUCCESS:

The following is a list of helpful hints we feel will add to your class being a success:

- Evaluate your students' needs on an individual basis and use the appropriate materials that meet those needs.

- Accept the fact that differences exist among Indochinese, but realize that these differences lend richness to life and to your group. Create a climate of caring and support for each student. Through the use of role models, show group members that you appreciate the diversity among peoples.

- Help your Indochinese students strengthen their skills. Assist them in discovering their special skills and in learning that individually and as a group they have a tremendous wealth of abilities to bring to any task.

- Whenever possible, include Indochinese from the community in your presentations. (e.g., invite an Indochinese personnel worker to speak to the class on how to be successful in a job interview).

- Invite former students who have been successful in their careers to come and speak to the class.

- Encourage other faculty members to include career information about their field to the Indochinese students.

- Keep the classes light and enjoyable; use humor.

- When conducting group discussions, always ask for volunteers. Some Indochinese students may be reluctant to share in class.

- Encourage the students to read the English version of their materials, referring to the translation only when necessary.

- Emphasize the importance of keeping the students' career files up-to-date.

- Share your own career experiences whenever possible.

We are sure that this course will be a rewarding experience for both you and your Indochinese students!

OVERVIEW OF WORKING IN THE U.S. (UNIT 1)

LESSON 1	Overview of the entire course; purposes of career guidance course; introduction to unit on working in the U.S.; introduction of first vocabulary words.
LESSON 2	Comparison of work in Indochinese countries and work in the U.S.
LESSON 3	American work values; two views of success; Successful Indochinese at work in America.

OBJECTIVES:

1. Students will be able to describe course content and requirements.
2. Students will list 5 reasons why it is important to take a career guidance course.
3. Students will define and use in a sentence 14 words related to work and careers.

INSTRUCTOR PREPARATION:

1. Prepare a brief introduction to the course stressing its purpose and importance.
2. Prepare sufficient copies of Introductory Career Vocabulary Definitions (I-1-SHa), and Introductory Career Vocabulary Check (I-1-SHb).

PROCEDURE:

Self introductions; mini-lecture; discussion of vocabulary words; discussion of homework.

MATERIALS:

1. Introductory Career Vocabulary Definitions (I-1-SHa)
2. Introductory Career Vocabulary Check (I-1-SHb)

GUIDELINES:	NOTES:
In-Class Activities	
1. Introduce yourself.	You might tell the class a little about your career.

GUIDELINES (Cont.):	NOTES
2. Give brief lecture on the purpose and importance of this career guidance course. Give concrete examples of what the student will gain and the materials that they will have to help them make career choices and perhaps find a job at the end of the class.	Share any other school forms or information you are required to distribute.
3. Have the students introduce themselves (name and home country only).	
4. Distribute sufficient copies of Introductory Career Vocabulary Definitions (I-1-SHb). If time permits, discuss any that students state are unclear.	
5. Introduce outside activities.	
Outside Activities	
1. Ask the students to discuss the class with their family or other persons with whom they live.	Students' family members may still be in refugee camps or in home countries. Be careful not to assume that students can always talk to family members.
2. Ask the students to list 5 reasons why Indochinese students should take a career guidance course and describe what they can gain from each. Provide one or more examples. Have them share this with their family or friends, and turn in the list to you at the next meeting.	Example: To learn about occupations that are unfamiliar to them. This could give them more opportunities to find jobs they really liked in the U.S.

GUIDELINES (Cont.):

NOTES:

3. As a self-check, ask students to write (from memory) definitions or sentences for each of the vocabulary words on the form, Introductory Career Vocabulary Check (I-1-SHc).

REFERENCES AND SUPPLEMENTARY MATERIALS:

INTRODUCTORY CAREER VOCABULARY DEFINITIONS

សព្ទដែលនាំឲ្យស្គាល់ការចាប់ផ្ដើមការប្រកបមុខរបររកស៊ីអាជីព

1. assessment:	evaluation or measurement
១. ការប៉ាន់ប្រមាណ :	ការវាយតំលៃ ឬ ការវាស់វែង
2. career:	all the paid and nonpaid jobs a person holds in his or her lifetime.
២. អាជីព :	ការងាររកស៊ីទាំងឡាយដែលមនុស្សម្នាក់ៗធ្វើនៅក្នុងជីវិតរបស់គេ ទោះបានប្រាក់ឈ្នួល ឬមិនបានទទួលប្រាក់ឈ្នួល
3. career counseling:	one-to-one group meetings between a trained counselor and individuals for the purpose of helping the individuals with their career development.
៣. ការពិគ្រោះយោបល់អំពីអាជីព :	កិច្ចប្រជុំដែលបើកកិច្ចប្រជុំ [illegible] រវាងបុគ្គលដែលបានទទួលការហ្វឹកហាត់ ឬ [illegible] ជាមួយក្រុមដែលមាន [illegible] ដើម្បីជួយ ក្នុងការយល់ដឹងនិងអំពីវិធី [illegible] ដើម្បីជួយ [illegible] កិច្ចការការងារអាជីព
4. career counselor:	someone who is trained to provide career counseling for individuals or groups.
៤. អ្នកប្រឹក្សាការអាជីព :	បុគ្គលណាម្នាក់ដែលមានការហ្វឹកហាត់ ហើយជួយផ្តល់យោបល់ដល់បុគ្គលម្នាក់ៗ ឬជាក្រុមក្នុងកិច្ចការងារអាជីព
5. career exploration:	the study of occupations and the characteristics of workers who are in those occupations.
៥. ការរុករកអាជីព :	ការសិក្សាអំពីការរកស៊ីការងារ និង លក្ខណៈនៃអ្នកធ្វើការនៅក្នុងមុខរបររកស៊ីការងារទាំងនោះ
6. career guidance:	assistance given to a person in the form of career information, assessment, individual and group counseling, placement, follow-up, and training in career decision-making skills.
៦. ការណែនាំអាជីព :	ជំនួយដែលផ្តល់ដល់បុគ្គលម្នាក់ៗ ដែលមានជាទម្រង់ព័ត៌មានការប្រកបអាជីព, ការស្ទង់មើល [illegible], ការផ្ដល់យោបល់ផ្ទាល់, ការជួយរកការងារធ្វើ, ការតាមមើលពេលក្រោយ និង ការហ្វឹកហ្វឺនការជ្រើសរើសការងារមុខរបរ
7. career path:	the route or direction that a person's career takes.
៧. ផ្លូវប្រកបអាជីព :	មាគ៌ា ឬ ទិសដៅដែលបុគ្គលម្នាក់ៗ ដើរយកដើម្បីប្រកបអាជីព

INTRODUCTORY CAREER VOCABULARY DEFINITIONS (Cont.)

សេចក្ដីណែនាំពាក្យសព្ទដំបូងការចាប់ផ្ដើមការប្រកបមុខរបររកស៊ីចិញ្ចឹម (ត)

8. cultural orientation:	providing information about the characteristics and way of life of a society or group of people.
៨. ការតំរង់ទិសខាងវប្បធម៌ :	ការផ្ដល់ពត៌មានស្ដីពីលក្ខណៈ និង ជីវភាពរស់នៅនៃសង្គមមួយ ឬប្រជាករក្រុមណាមួយ
9. decision making:	the process in which a person selects from two or more possible choices.
៩. ធ្វើសេចក្ដីសំរេចចិត្ត	ដំណើរការដែលបុគ្គលម្នាក់ៗ ធ្វើការជ្រើសរើសយកពីរ ឬច្រើនជាងនេះ ដោយខ្លួនឯងធ្វើការធ្វើសេចក្ដីសំរេចចិត្ត
10. employment:	paid work.
១០. ការប្រកបការងារ :	កិច្ចការដែលធ្វើហើយបានប្រាក់ឈ្នួល
11. goal:	a desired condition to work toward.
១១ គោលបំណង:	លក្ខណៈនៃការងារដែលគេចង់ប្រកបទៅតាមនោះ
12. job:	the specific place or situation in which a person works at a certain time.
១២. កិច្ចការរកចិញ្ចឹមជីវិត :	កន្លែង ឬ ស្ថានភាពជាក់លាក់ដែលមនុស្សម្នាក់ៗធ្វើការនៅពេលណាមួយ ជាក់លាក់ច្បាស់
13. job search:	following a set of steps to look for and get a job.
១៣. ការរកការធ្វើ:	ទៅតាមវគ្គការធ្វើតាមលំដាប់ការងារដើម្បីរកហើយនិងបានការធ្វើ
14. occupation:	the general kind of work a person does.
១៤. ការងារមុខរបរ:	កិច្ចការទូទៅដែលមនុស្សម្នាក់ៗធ្វើ

UNIT I/LESSON 1
I-1-SHb
CAMBODIAN

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Name
នាម

INTRODUCTORY CAREER VOCABULARY CHECK

ការត្រួតពិនិត្យពាក្យសព្ទក្នុងការចាប់ផ្តើមការប្រកបមុខរបររកស៊ីចិញ្ចឹមជីវិត

1. career
១. ការងារ

2. job
២. កិច្ចការរកចិញ្ចឹមជីវិត

3. employment
៣. ការប្រកបការងារ

4. assessment
៤. ការស្ទង់ប្រមាណ

5. decision making
៥. ការធ្វើសេចក្តីសម្រេចចិត្ត

6. career exploration
៦. ការស្វែងរកមុខការងារ

7. job search
៧. ការរកការងារធ្វើ

8. career guidance
៨. ការណែនាំពីមុខការងារ

9. career counseling
៩. ការពិគ្រោះយោបល់មុខការងារ

10. goal
១០. គោលបំណង

11. cultural orientation
១១ ការតំរង់ទិសវប្បធម៌

12. occupation
១២. ការងារមុខរបរ

13. career counselor
១៣. អ្នកប្រឹក្សាមុខការងារ

14. career path
១៤. ផ្លូវទៅរកការងារ

INTRODUCTORY CAREER VOCABULARY DEFINITIONS
ĐỊNH NGHĨA DANH TỪ NGHỀ NGHIỆP

1.	assessment: lượng giá :	evaluation or measurement lượng giá hoặc đo lường
2.	career: nghề nghiệp :	all the paid and nonpaid jobs a person holds in his or her lifetime. tất cả những công việc được trả lương hay không được trả lương mà một người làm trong đời mình.
3.	career counseling: chỉ dẫn nghề nghiệp:	one-to-one group meetings between a trained counselor and individuals for the purpose of helping the individuals with their career development. những cuộc gặp gỡ cá nhân hay nhóm giữa một cố-vấn được huấn luyện và những cá nhân nhằm mục đích giúp các cá nhân đó khai triển nghề nghiệp.
4.	career counselor: cố-vấn nghề nghiệp:	someone who is trained to provide career counseling for individuals or groups. người được huấn luyện để cung cấp sự chỉ dẫn về nghề nghiệp cho cá nhân hay nhóm.
5.	career exploration: tìm hiểu nghề nghiệp:	the study of occupations and the characteristics of workers who are in those occupations. sự tìm hiểu về nghề nghiệp và đặc tính của những người làm các nghề nghiệp đó.
6.	career guidance: hướng dẫn nghề nghiệp:	assistance given to a person in the form of career information, assessment, individual and group counseling, placement, follow-up, and training in career decision-making skills. sự giúp đỡ cung cấp cho một người dưới hình thức tin tức nghề nghiệp, thẩm định, chỉ dẫn cá nhan hay nhóm, tìm việc, theo dõi và huấn luyện khả năng tạo lập quyết định.
7.	career path: nghiệp trình:	the route or direction that a person's career takes. con đường hay chiều hướng nghề nghiệp của một người.

INTRODUCTORY CAREER VOCABULARY DEFINITIONS (Cont.)
ĐỊNH NGHĨA DANH TỪ NGHỀ NGHIỆP (tiếp theo)

8.	cultural orientation: hướng dẫn văn hóa:	providing information about the characteristics and way of life of a society or group of people. cung cấp tin tức về đặc tính và lối sống của một xã hội hay một nhóm người.
9.	decision making: tạo lập quyết định:	the process in which a person selects from two or more possible choices. diễn trình trong đó con người chọn lựa giữa hai hay nhiều điều khả dĩ.
10.	employment: làm việc:	paid work. việc làm có thù lao.
11.	goal: mục tiêu:	a desired condition to work toward. điều kiện mong muốn để đạt đến.
12.	job: việc làm:	the specific place or situation in which a person works at a certain time. nơi chốn hay hoàn cảnh trong đó con người làm việc vào một thời điểm.
13.	job search: tìm việc:	following a set of steps to look for and get a job. tuân theo một diễn trình để tìm được việc làm.
14.	occupation: công việc:	the general kind of work a person does. loại công việc tổng quát mà một người làm.

UNIT I/LESSON 1
I-1-SHb
VIETNAMESE

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Name

INTRODUCTORY CAREER VOCABULARY CHECK
KIỂM LẠI DANH TỪ NGHỀ NGHIỆP

1. career
   nghề nghiệp
2. job
   việc làm
3. employment
   sự làm việc
4. assessment
   lượng giá
5. decision making
   tạo lập quyết định
6. career exploration
   tìm hiểu nghề nghiệp
7. job search
   tìm việc
8. career guidance
   hướng dẫn nghề nghiệp
9. career counseling
   cố vấn về nghề nghiệp
10. goal
    mục tiêu
11. cultural orientation
    hướng dẫn văn hoá
12. occupation
    công việc
13. career counselor
    cố-vấn nghề nghiệp
14. career path
    nghiệp trình

INTRODUCTORY CAREER VOCABULARY DEFINITIONS

ບົດນຳ ຄຳສັບ ພາສາ ວິຊາ ທາງ ຮຽນອາຊີບ.

1. **assessment:** evaluation or measurement
ການຕີລາຄາ (ການປັກລາຄາ) ການກຳເກນ ແລະ ວັດແທກ

2. **career:** all the paid and nonpaid jobs a person holds in his or her lifetime.
ອາຊີບ
ທຸກໆວຽກ ທີ່ມີຄ່າຈ້າງ ຫຼື ບໍ່ມີຄ່າຈ້າງ ທີ່ຜູ້ໃດຜູ້ນຶ່ງໄດ້ ປະຕິບັດ ຊົ່ວ ລະ ຍະ ນຶ່ງ

3. **career counseling:** one-to-one group meetings between a trained counselor and individuals for the purpose of helping the individuals with their career development.
ການນຳ ກ່ຽວກັບ ອາຊີບ
ຝຶກຊ້ອມ ແກ່ວະຄົນ ຫຼື ເປັນ ໝວດ ທີ່ວ່າ ກັ່ງ ໃຈ ຊ່ວຍ ບຸກຄົນ ໃຫ້ຮູ້ ກ່ຽວກັບ ໜ້າທີ່.

4. **career counselor:** someone who is trained to provide career counseling for individuals or groups.
ຜູ້ຝຶກສາອາຊີບ
ບຸກຄົນໄດ້ຝຶກແອບເພື່ອເປັນ ຜູ້ແນະນຳ ໃຫ້ແກ່ ບຸກຄົນ ທັງຫຼາຍ.

5. **career exploration:** the study of occupations and the characteristics of workers who are in those occupations.
ການ ຄົ້ນຄວ້າ ອາຊີບ
ຄົ້ນຄວ້າ ເບິ່ງ ອາຊີບ ໃດໜຶ່ງ ຈະຖືກ ກັບ ການສະທອນ ຫຼື ລັກສະນະ ຂອງ ວິຊາອາຊີບ ເຫຼົ່ານັ້ນ.

6. **career guidance:** assistance given to a person in the form of career information, assessment, individual and group counseling, placement, follow-up, and training in career decision-making skills.
ການ ນຳພາ ຝຶກອາຊີບ
ການຊ່ວຍເຫຼືອ ໃຫ້ແກ່ ບຸກຄົນ ທີ່ໄດ້ຝຶກສັງ ເປັນ ວິຊາອາຊີບ ແລະ ຕີລາຄາ ບຸກຄົນ, ຊອກວຽກງານ ໃຫ້ແກ່ ບຸກຄົນ ຫຼື ເປັນ ໝວດ ຕິດຕາມເບິ່ງ ແບບ. ແນະນຳ ໃຫ້ມີສີມື ຕົ້ນ. ຢູ່ໃນອາຊີບ

7. **career path:** the route or direction that a person's career takes.
ແນວທາງ ຂອງວິຊາອາຊີບ
ທາງ ແລະ ທິສດີ ຂອງ ວິຊາອາຊີບ ຈະກ້າວເດີນ.

INTRODUCTORY CAREER VOCABULARY DEFINITIONS (Cont.)

ບົດນຳຄຳສັບສຳລັບຫັດຮຽນອາຊີບ (ຕໍ່)

8. cultural orientation: ທາງດ້ານວັທນະທັມ	providing information about the characteristics and way of life of a society or group of people. ເພື່ອຮູ້ແຈ້ງກ່ຽວກັບລັກສະນະ ແລະ ຫຼັກທາງຢູ່ໃນທາງ ເປັນຢູ່ຂອງສັງຄົມ
9. decision making: ການຕັດສິນ ຫຼື ຊີ້ຂາດ	the process in which a person selects from two or more possible choices. ດຳເນີນການຄັດເລືອກທິດທາງຂອງບຸກຄົນ.
10. employment: ວຽກການ	paid work. ວຽກມີຄ່າຈ້າງ
11. goal: ການສມັກໃຈ	a desired condition to work toward. ເງື່ອນໄຂຂອງການພໍໃຈເຮັດຕໍ່ໄປ.
12. job: ງານ	the specific place or situation in which a person works at a certain time. ສະເພາະບ່ອນ ແລະ ໜ້າທີ່ຂອງຜູ້ໜຶ່ງ ແລະ ຊົ່ວລະຍະໜຶ່ງ
13. job search: ຊອກວຽກ	following a set of steps to look for and get a job. ຕິດຕາມ ແຕ່ລະກ້າວ ເພື່ອຈະໄດ້ວຽກ
14. occupation: ອາຊີບ	the general kind of work a person does. ປະເພດງານເຮົາເຮັດເລື້ອຍໆ

UNIT I/LESSON 1
I-1-SHb
LAOTIAN

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Name
ຊື່

INTRODUCTORY CAREER VOCABULARY CHECK

ທົດສອບ ການແນະນຳ ສັບສະເພາະ ໃຫ້ແກ່ ວິຊາອາຊີບ

1. career
   ອາຊີບ
2. job
   ການງານ
3. employment
   ການວ່າຈ້າງ
4. assessment
   ການຕີລາຄາ (ຄຳນວນ)
5. decision making
   ການຊີ້ຂາດ (ການຕັດສິນໃຈ)
6. career exploration
   ການ ຄົ້ນຄ້ວາ ອາຊີບ
7. job search
   ການຊອກຫາ ການງານ
8. career guidance
   ການ ແນະນຳ ອາຊີບ
9. career counseling
   ການ ອົບຮົມ ອາຊີບ
10. goal
    ຈຸດໝາຍ
11. cultural orientation
    ການແນະນຳ ວັດທະນະທຳ
12. occupation
    ວິຊາອາຊີບ
13. career counselor
    ຜູ້ ອົບຮົມ ອາຊີບ
14. career path
    ທາງ ອາຊີບ

OBJECTIVES:

1. Students will list several unique characteristics of the working world in their home countries.
2. Students will list at least 5 similarities and 5 differences between work in the U.S. and work in their home countries.

INSTRUCTOR PREPARATION:

1. Prepare overhead transparencies of maps (I-2-IHa,b,c,d).
2. Gather large sheets of poster paper or newsprint, marker pens, tape.

PROCEDURE:

Small group activity followed by large-group discussion.

MATERIALS:

1. Overhead transparency of map of United States (I-2-IHa)
2. Overhead transparency of map of Vietnam (I-2-IHb)
3. Overhead transparency of map of Cambodia (I-2-IHc)
4. Overhead transparency of map of Laos (I-2-IHd)
5. Newsprint, marker pens, tape.

GUIDELINES:

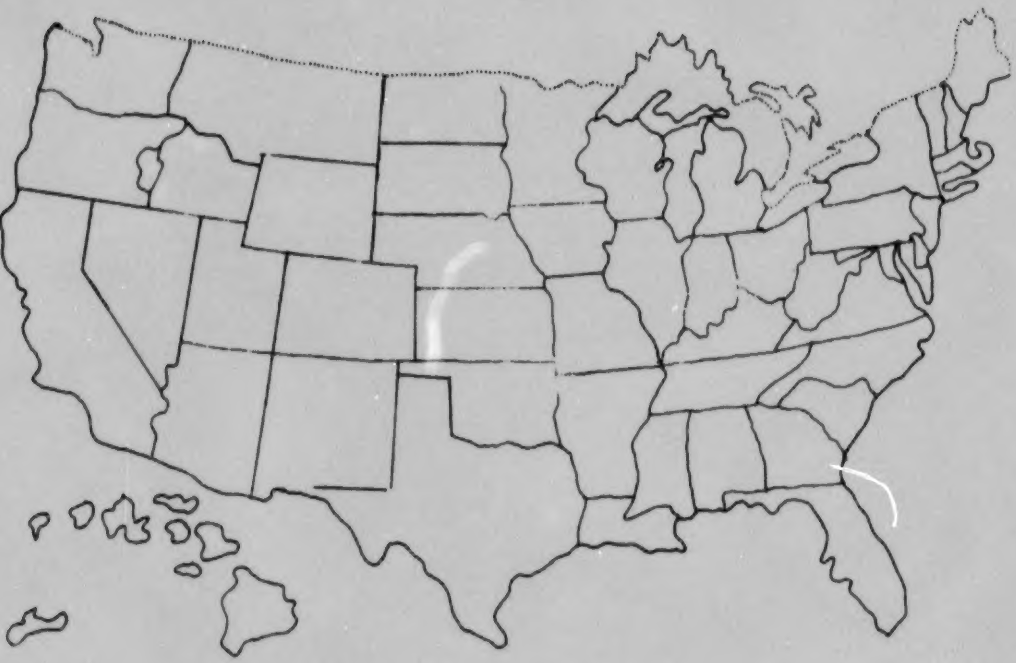
NOTES:

In-Class Activities

1. Divide the class into groups of 6-7. Give each group a sheet of newsprint, marker, and tape. Assign one person recorder-spokesperson for each group.

GUIDELINES (Cont.):	**NOTES**
2. Have the students list the characteristics of work for each of the cultures represented in the group. Ask groups to consider such topics as the following: . high/low technology . urban/rural locations of work . imports/exports . private industry/ government . products/services . typical wages paid . hours worked	Allow approximately 20 minutes for the group work.
3. Have spokesperson share their lists with the class.	List characteristics on transparency maps as they are shared. (These could be duplicated on paper later and distributed to students.)
4. Tape sheet of newsprint to the wall, and draw a line down the center. List at top 'Similarities'/'Differences'.	Use the chalkboard if more convenient.
5. As a large group, have the students list the similarities and differences between the working world in Indochinese countries and in the United States.	Stress the values and merits of each country's view of work. Urge students to avoid negative criticism of what is different from their experience.
Outside Activities	
1. Have students prepare a brief report or visual representation of work in their home countries.	Display these in a prominent place at the school.
2. Encourage students to bring to class actual examples of products produced in their native countries.	

REFERENCES AND SUPPLEMENTARY MATERIALS:



U.S.A.

1-2-IHb

VIETNAM

CAMBODIA

LAOS

SOME VIEWS OF SUCCESS

UNIT I/LESSON 3

OBJECTIVES:

1. Students will describe at least two types of career success.
2. Students will give examples of successful Indochinese persons working in a variety of occupations in the United States.

INSTRUCTOR PREPARATION:

1. Review student handouts and prepare own notes on success.
2. Order video tape, 'Successful Indochinese At Work in America.' Preview tape and prepare your own questions and comments related to it.
3. Prepare sufficient copies of From Rags to Riches (I-3-SHa) and Another Look At Career Success (I-3-SHb).
4. Set up video equipment.

PROCEDURE:

Mini-lecture followed by viewing of videotape and discussion.

MATERIALS:

1. Videotape, 'Successful Indochinese at Work in America'
2. 'From Rags to Riches (I-3-SHa)'
3. 'Another Look at Career Success' (I-3-SHb)

GUIDELINES:

NOTES:

In-Class Activities

1. Introduce lesson by writing 'Success' on the chalkboard. Tell students that this

GUIDELINES (Cont.):	NOTES
lesson will help everyone focus on what success means to him or her.	
2. Read aloud or have students read aloud "From Rags to Riches" (I-3-SHa). Use questions at end of story to stimulate discussion.	
3. Read aloud "Another look at Success" (I-3-SHb). Discuss questions in large group.	Emphasize that both ideas of success are worthwhile.
4. Introduce videotape, "Successful Indochinese at Work in America." Ask students to watch for examples of "success", different cultures represented, obstacles that have been overcome by the people in the tape.	You may want to give students a prepared list of questions. Encourage note-taking.
5. Show videotape.	Tape will last 20 minutes.
6. Conduct large-group followup discussion on the videotape. Point out that each of these has taken a different career path. Link the videotape message with the desirability of career guidance. Review and discuss the concept of career paths.	

Outside Activities

1. Ask students to write a report or illustrate one of the following:

   - The Career Path of a Successful Indochinese Person
   - A Horatio Alger Story from My Home Country
   - My Definition of Success

REFERENCES AND SUPPLEMENTARY MATERIALS:

"Successful Indochinese At Work in America"; Solutions, P.O. Box 762, Los Gatos, CA.

Work in America. Sherwood Oregon: Educational Media and Curriculum Consultants.

FROM RAGS TO RICHES*

ពីទីទាល់ក្រ ទៅជា អ្នកមាន

During the late 1800s, an American author named Horatio Alger became very popular in the United States. He wrote many stories about people becoming successful.

នៅក្នុងអំឡុងកាលចុងនៃឆ្នាំ ១៨០០ អ្នកនិពន្ធអាមេរិកាំងឈ្មោះ ហូរ៉ាទីយ៉ូ អាល់ជើរ បានក្លាយខ្លួនទៅជាអ្នកនិពន្ធម្នាក់ដែលមានគេនិយមចូលចិត្តនៅក្នុងសហរដ្ឋអាមេរិក ។ លោកបាននិពន្ធរឿងជាច្រើនដែលប្រាប់ពីអ្នកដែលបានក្លាយខ្លួនទៅជាអ្នកមានដោយជោគជ័យ ។

This was a period of time when there was much poverty in the United States, and many people wanted to believe that they could rise up out of poverty and become wealthy. They wanted to progress "from rags to riches." Horatio Alger wrote a book by that title, From Rags to Riches, which was a best-seller during his time. The story goes something like this:

ក្នុងសម័យនោះ ជាពេលវេលាដែលសហរដ្ឋអាមេរិក [illegible] ទៅដោយភាពក្រីក្រ ហើយមានអ្នកក្រជាច្រើនដែលចង់ជឿក្នុងចិត្តថា គេអាចងើបខ្លួនចេញពីភាពក្រីក្រ បាន ហើយ [illegible] ក្លាយទៅជាអ្នកមានសម្បត្តិ ស្ដុកស្ដម្ភ ។ អ្នកនិពន្ធរូបនេះ [illegible] « ពីទាល់ក្រ ទៅជាអ្នកមាន » ។ អ្នកនិពន្ធឈ្មោះ ហូរ៉ាទីយ៉ូ អាល់ជើរ បាននិពន្ធរឿងមួយដែលមានចំណងជើងថា : « ពីទីទាល់ក្រទៅជាអ្នកមាន » ។ សៀវភៅនេះ: បានលក់ដាច់ជាងគេបង្អស់នៅក្នុងសម័យនោះ: សាច់រឿងក្នុងសៀវភៅនោះ: មានដូចតទៅនេះ:

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*Adapted from:
World of Work, The ABC's of Success, Indochina Job Center, Santa Ana, California.

FROM RAGS TO RICHES (Cont.)

A young man who is very poor begins working in a company as a janitor sweeping floors. He wants a higher-level and higher-paying job, but this is the only job he can find because he doesn't want to receive public assistance. He feels that taking any job is better than that. He works very hard to just have enough food to eat. The owner of the company is wealthy and also has a beautiful daughter who works in the company. One day while the young man is sweeping the floor of the daughter's office, he finds her purse. It is filled with a great deal of money which he could certainly use. He desperately needs the money, but instead of keeping it, he chooses to be honest and report the found purse to the owner. The owner is so impressed with the young man's honesty and hard work that he gives him a promotion. Shortly afterward, the young man falls in love with the owner's daughter and marries her. As a result, the owner makes him vice-president of the company, and the young man never again has to sweep floors or worry about having enough food to eat.

យុវជនម្នាក់ដែលក្រីក្រណាស់ ចាប់ផ្ដើមធ្វើការ នៅក្នុងក្រុមហ៊ុនមួយ ក្នុងឋានៈជាអ្នកបោសសំអាត ។ យុវជននេះចង់បានឋានៈខ្ពស់ធ្វើការ ដែលប្រាក់ខែបានខ្ពស់បន្តិច តែប៉ុន្តែគេរកការផ្សេងទៀតធ្វើមិនបាន ហើយគេមិនចង់ទទួលយកជំនួយសង្គ្រោះ [illegible] គេគិតថាការងារណាក៏មានការល្អជាងទទួលជំនួយនោះ ។ យុវជននេះ ធ្វើការយ៉ាងនឿយហត់ដើម្បីគ្រាន់តែមានម្ហូបគ្រប់គ្រាន់ល្មមនឹងចិញ្ចឹមជីវិតប៉ុណ្ណោះ ។ ចៅហ្វាយក្រុមហ៊ុននេះជាអ្នកមានសម្បត្តិស្ដុកស្ដម្ភ គាត់មានកូនស្រីមួយដែលស្រស់ស្អាត ហើយធ្វើការនៅក្នុងក្រុមហ៊ុននេះដែរ ។

ថ្ងៃមួយ នៅពេលដែលយុវជននេះកំពុងតែបោសសំអាតការិយាល័យកូនស្រីចៅហ្វាយនោះ គេបានប្រទះឃើញកាបូបរបស់កូនស្រីនោះ នៅក្នុងកាបូបនោះមានប្រាក់ជាច្រើនដែលយុវជនអាចយកទៅចាយយ៉ាងស្រួល គេត្រូវការប្រាក់ជាខ្លាំង តែប៉ុន្តែគេមិនយកកាបូបនោះទេ គេជ្រើសរើសធ្វើជាមនុស្សទៀងត្រង់ គេយកកាបូបទៅជូនចៅហ្វាយ គេប្រាប់ចៅហ្វាយពីការរកឃើញកាបូបរបស់កូនស្រីគាត់ ចៅហ្វាយក៏ពេញចិត្តនឹងសេចក្ដីទៀងត្រង់ និងការយកចិត្តទុកដាក់ក្នុងការងាររបស់យុវជននោះ ក៏ដំឡើងតំណែងឲ្យ ។ មួយរយៈក្រោយមក យុវជននោះបានលង់ស្នេហ៍កូនស្រីចៅហ្វាយ ហើយក៏បានរៀបអាពាហ៍ពិពាហ៍ជាមួយនាងនោះទៅ ដោយហេតុនេះហើយ ចៅហ្វាយក្រុមហ៊ុនក៏បានតែងតាំងយុវជននោះធ្វើជាអនុប្រធានក្រុមហ៊ុននោះទៅ ដូច្នេះ យុវជន មិនបាច់បោសសំអាតទៀតទេ ហើយមិនកង្វល់អំពីរឿងម្ហូបអាហារសម្រាប់បរិភោគទៀតហើយ ។

FROM RAGS TO RICHES (Cont.)
ពីកំសត់ក្រទៅជាអ្នកមាន (ត)

Now, although this book was written a century ago, this is the kind of story that Americans love to hear, and it is what they usually expect from themselves and other Americans.

ទោះបីរឿងក្នុងសៀវភៅនេះ ត្រូវគេតែង
មក មួយសតវត្សហើយក្តី ដែលជាតិអាមេរិ-
កាំងនៅតែចូលចិត្តស្តាប់រឿងបែប
នេះនៅឡើយ ព្រោះភាគច្រើនរំពឹង
ខ្លួនគេ និង ជនជាតិអាមេរិកាំងដទៃៗ
ទៀត សម្រេចក្នុងជីវិត គេនឹងបានដូច
ក្នុងរឿងនេះជាមិនខាន ។

Much of the young man's success in this story could have been due to luck, but nevertheless, Americans love to hear success stories. Most believe very strongly that anyone can succeed if he or she really tries.

ជោគជ័យរបស់យុវជនក្នុងរឿងនេះ ភាគ
ច្រើនបណ្តាលមកពីសំណាងល្អរបស់
គេ ក៏ប៉ុន្តែទោះបីយ៉ាងណាក៏ដោយ ជន
ជាតិអាមេរិកាំងនៅតែចូលចិត្តស្តាប់រឿង
ជោគជ័យបែបនេះ ។ អាមេរិកាំងភាគច្រើន
ជឿជាក់ថា បើសិនជាគេប្រឹងប្រែងខ្លួន ជោគ
ជ័យបាន ទោះជានរណា បើសិនព្យាយាមពិត
ប្រាកដមែន ។

The purpose of this story is to help you understand how Americans think and what they expect. They can be very patient with newcomers who have faced many hardships. Almost all Americans are descendants of immigrants, and they feel that since they and their ancestors succeeded by their own hard work, all other newcomers should do the same. In America, people are generally free to live their lives as they wish, but they should all be aware of what is expected of them.

គោលបំណងក្នុងរឿងនេះ គឺដើម្បីជួយ
បំភ្លឺលោកអ្នកអោយបានយល់នូវគំនិត
និងសេចក្តីសង្ឃឹមរបស់ជនជាតិអាមេរិកាំង ។
អ្នកទើបនឹងមកដល់ប្រទេសនេះថ្មីៗ
ហើយក៏ធ្លាប់ជួបប្រទះនឹងការលំបាកច្រើន
ចេះអត់ធ្មត់ ។ ជនជាតិអាមេរិកាំងស្ទើរតែ
ទាំងកូនចៅអ្នកមកពីប្រទេសដទៃ ផ្សេងៗ
គ្នា អ្នកទាំងអស់នោះបានគិតថា ដូនតា
របស់គេបានជំនះឧបសគ្គ ទទួលជោគជ័យ
ព្រោះមកពីកំលាំងការងារដោយដៃខ្លួនឯង ។
ដូច្នេះហើយ អ្នកទើបនឹងមកដល់ថ្មីៗ
ក៏អាចធ្វើបានដូចគ្នាដែរ ។ នៅសហរដ្ឋ
អាមេរិក ប្រជារាស្ត្រមានសិទ្ធិសេរីភាពរស់នៅ
ដោយសេរីតាមចិត្តចង់របស់គេ ក៏ប៉ុន្តែគេ

ត្រូវដឹងថា តើគេត្រូវបានគេសង្ឃឹម
ទៅលើអ្វីខ្លះ ។

FROM RAGS TO RICHES (Cont.)
ពីទីតាំងក្រ ទៅជាអ្នកមាន (ត)

In America, people who accept welfare are viewed by most Americans with suspicion. Americans take great pride in hard work and making their own way by themselves, which is why they love stories of self-made individuals so much. Therefore, when individuals do not become employed or accept welfare for a long period of time, most Americans feel this is unfair. They feel that since they must work hard for their living, everyone else should too.

នៅប្រទេសអាមេរិក ជនជាតិអាមេរិកភាគច្រើន មើលអ្នកដែលទទួលការឧបត្ថម្ភជំនួយ (ប្រាក់ពីរដ្ឋ) ដោយមន្ទិលសង្ស័យ។ ជនជាតិអាមេរិកមានមោទនភាពណាស់ ចំពោះការធ្វើការនឿយហត់ និងការរកស៊ីដោយខ្លួនឯង ហេតុនេះហើយបានជាគេចូលចិត្តរឿងរបស់អ្នកដែលកសាងខ្លួនឯងឡើងដោយខ្លួនឯង។ ដូច្នេះ នៅពេលដែលបុគ្គលណាម្នាក់មិនធ្វើការ ឬទទួលប្រាក់ឧបត្ថម្ភ អស់រយៈពេលយូរ ជនជាតិអាមេរិកភាគច្រើនយល់ថា ការនេះមិនយុត្តិធម៌ទេ។ គេយល់ថា ដោយគេត្រូវធ្វើការនឿយហត់ដើម្បីចិញ្ចឹមជីវិត អ្នកឯទៀតក៏គួរតែធ្វើដូចគ្នាដែរ។

1. What is your opinion of the Horatio Alger story?

១. តើលោកអ្នកមានយល់ឃើញដូចម្តេចខ្លះ ចំពោះរឿងរបស់ ហូរ៉ាទីយ៉ូ អាល់ជេ ?

2. Did your home country have any Horatio Alger stories?

២. តើនៅប្រទេសលោកអ្នកធ្លាប់មានរឿងដូច ហូរ៉ាទីយ៉ូ អាល់ជេ ពីដើមឬទេ ?

3. Could the young man be successful if he had few or no abilities? What is the best combination for success?

៣. តើយុវជននោះអាចមានជោគជ័យបានទេ ប្រសិនបើគាត់មានសមត្ថភាពតិចតួច ឬគ្មានសោះ ?
តើអ្វីទៅដែលជាការផ្សំដ៏ល្អបំផុត ដើម្បីទទួលបានជោគជ័យ ?

4. Should there be a law on how long an individual can receive public assistance?

៤. តើគួរបង្កើតច្បាប់ទេ ថាតើអ្នកទទួលការឧបត្ថម្ភជំនួយពីរដ្ឋ អាចទទួលបានយូរ ប៉ុណ្ណា ?

ANOTHER LOOK AT CAREER SUCCESS

[illegible]

Mai Thi N. became president of a company at age twenty-nine. She had what can be called outward career success--high-level position, large salary, generous benefits, big office, large staff, and many responsibilities.

[illegible]

Chanh S. finished training to be a nurse's assistant. She was good at her job and enjoyed her work, but she had no desire to advance further. To her, a job was only a job. Her main source of pleasure was the volunteer work she did for her people and her children. She had inward career success.

[illegible]

Which woman is more successful? Why?

[illegible]

There are at least two meanings of career success, and it is up to you to choose the right definition for you. Are external rewards (position, fame, power) important to you? Or are you content with internal rewards?

[illegible]

Both definitions have their advantages and disadvantages. Usually, outward career success means more money but less leisure time and more stress. Inward career success might mean less stress and more free time. Yet, it can also mean less income, causing more strain in difficult economic times.

[illegible]

ANOTHER LOOK AT CAREER SUCCESS: (Cont.)

[illegible] (ត)

Some people try to combine both ideas of success. They climb the company ladder to a certain level but insist on having regular free time, or they do things such as exercise to lower their stress. Others choose a lifestyle and work they love, such as painting, and figure out a way to make enough money just to support themselves and do the work they want.

[illegible]

What is your idea of success?

[illegible]?

FROM RAGS TO RICHES*
TỪ KHỔ RÁCH ĐẾN LẦU VÀNG *

During the late 1800s, an American author named Horatio Alger became very popular in the United States. He wrote many stories about people becoming successful.

Vào cuối thập niên 1980, một tác giả người Mỹ tên là Horatio Alger trở nên nổi tiếng ở Hoa-Kỳ. Ông ta viết rất nhiều câu chuyện về những người thành công.

This was a period of time when there was much poverty in the United States, and many people wanted to believe that they could rise up out of poverty and become wealthy. They wanted to progress "from rags to riches." Horatio Alger wrote a book by that title, From Rags to Riches, which was a best-seller during his time. The story goes something like this:

Đây là một giai đoạn mà sự nghèo khó là một hiện tượng phổ thông ở Hoa-Kỳ và nhiều người muốn tin rằng họ cơ thể thoát khỏi tình trang nghèo khổ và trở nên giàu có. Họ muốn tiến từ "khố rách đến lầu vàng". Horatio Alger đã viết một cuốn sách dưới nhan đề đó. Sách bán rất chạy. Cốt chuyện đại khái như sau:

A young man who is very poor begins working in a company as a janitor sweeping floors. He wants a higher-level and higher-paying job, but this is the only job he can find because he doesn't want to receive public assistance. He feels that taking any job is better than that. He works very hard to just have enough food to eat. The owner of the company is wealthy and also has a beautiful daughter who works in the company. One day while the young man is sweeping

Một thanh niên nghèo khởi đầu làm việc, giữ chân quét don trong một công ty. Chàng muốn làm nghề cao hơn và được trả lương nhiều hơn nhưng đây là việc duy nhất mà chàng có thể kiếm được bởi lẽ chàng không muốn nhận sự giúp đỡ công cộng. Chàng nghĩ rằng chấp nhận bất cứ công việc nào vẫn tốt hơn là nhận trợ cấp. Chàng làm việc hết sức để có đủ ăn. Chủ nhân công ty là người giàu có, ông ta có một người con gái cũng làm việc trong công ty. Một ngày nọ khi chàng trai đang quét don phòng làm việc của người con gái

FROM RAGS TO RICHES (Cont.)
TỪ KHỔ RÁCH ĐẾN LẦU VÀNG (tiếp theo)

the floor of the daughter's office, he finds her purse. It is filled with a great deal of money which he could certainly use. He desperately needs the money, but instead of keeping it, he chooses to be honest and report the found purse to the owner. The owner is so impressed with the young man's honesty and hard work that he gives him a promotion. Shortly afterward, the young man falls in love with the owner's daughter and marries her. As a result, the owner makes him vice-president of the company, and the young man never again has to sweep floors or worry about having enough food to eat.

chủ nhân, chàng nhặt được chiếc ví của nàng. Chiếc ví đựng đầy tiền. Tuy đang rất cần tiền, người thanh niên vẫn lương thiện báo cáo việc nhặt được chiếc ví thay vì dấu nhẹm đi. Xúc động vì sự lương thiện và sự làm việc chăm chỉ, chủ nhân đặt chàng vào một chức vụ cao hơn. Sau đó, chàng ta yêu con gái chủ nhân và cưới nàng rồi được cử làm Phó Chủ Tịch Công Ty. Người thanh niên không bao giờ còn phải quét sàn nhà và lo lắng về việc không đủ thức ăn để sống.

Now, although this book was written a century ago, this is the kind of story that Americans love to hear, and it is what they usually expect from themselves and other Americans.

Mặc dầu cuốn sách được viết ra trước đây một thế kỷ nhưng đây là chuyện mà người Mỹ thích nghe. Đó cũng là điều mà họ mong đợi ở họ cũng như ở những người Mỹ khác.

Much of the young man's success in this story could have been due to luck, but nevertheless, Americans love to hear success

Phần lớn sự thành công của người thanh niên trong chuyện này có thể là nhờ may mắn nhưng tuy nhiên người Mỹ thích nghe những câu chuyện về sự thành công. Đa số

FROM RAGS TO RICHES (Cont.)
TỪ KHỐ RÁCH ĐẾN LẦU VÀNG (tiếp theo)

stories. Most believe very strongly that anyone can succeed if he or she really tries.

người Mỹ tin rằng bất cứ ai cũng có thể thành công được nếu người đó thực sự cố gắng.

The purpose of this story is to help you understand how Americans think and what they expect. They can be very patient with newcomers who have faced many hardships. Almost all Americans are descendants of immigrants, and they feel that since they and their ancestors succeeded by their own hard work, all other newcomers should do the same. In America, people are generally free to live their lives as they wish, but they should all be aware of what is expected of them.

Muc đích của câu chuyện này là giúp ban hiểu người Mỹ suy nghĩ như thế nào và họ mong đợi những gì. Họ có thể rất kiên nhẫn đối với những người mới đến, nhưng người đã trải qua nhiều khó khăn. Hầu hết người Mỹ đều là con cháu của những kẻ di dân, họ cảm thấy nếu ông cha họ đã thành công vì chịu khó làm việc, những người mới đến cũng phải làm như vậy. Ở Mỹ, thường ra, mọi người có tự do để sống cuộc đời của mình nhưng cần phải ý thức được điều người khác mong đợi nơi mình.

In America, people who accept welfare are viewed by most Americans with suspicion. Americans take great pride in hard work and making their own way by themselves, which is why they love stories of self-made individuals so much. Therefore, when individuals do not become employed or accept welfare for a long period of time, most Americans feel this is unfair. They feel that since they must

Tại Mỹ, những người nhận trợ cấp xã-hội bị đa số những người Mỹ khác nhìn với đôi mắt nghi ngờ. Người Mỹ rất hãnh diện về sự làm việc khó nhọc và sự tự lập thân, và đó là lý do tại sao họ thích những câu chuyện về những người tự lập. Vì lẽ đó, khi có những người không đi làm hoặc nhận trợ cấp xã-hội trong một thời gian dài, đa số người Mỹ cho rằng như vậy là không tốt. Họ cảm thấy rằng nếu họ phải làm việc nặng

FROM RAGS TO RICHES (Cont.)
TỪ KHỐ RÁCH ĐẾN LẤU VÀNG (tiếp theo)

work hard for their living, everyone else should too.	nhọc để sống thì mọi người khác cũng phải làm như vậy.

1. What is your opinion of the Horatio Alger story?
   Quan điểm của bạn về cấu chuyện của Horatio Alger như thế não?

2. Did your home country have any Horatio Alger stories?
   Tại xứ bạn có những cấu chuyện như vậy không?

3. Could the young man be successful if he had few or no abilities? What is the best combination for success?
   Liệu người thanh niên có thành công hay không nếu chàng ta có ít hoặc không có khả năng? Sự kết hợp hoàn hảo nhất để thành công là gì?
4. Should there be a law on how long an individual can receive public assistance?
   Có nên có một đạo luật ấn định về thời gian hưởng sự giúp đỡ công cộng của một cá nhân hay không?

*Adapted from:
World of Work, The ABC's of Success, Indochina Job Center, Santa Ana, California.
Phỏng theo:
World of Work, the ABC's of Success, Trung Tâm Tìm Việc Đông Dương, Santa Ana, California.

ANOTHER LOOK AT CAREER SUCCESS
MỘT CÁI NHÌN KHÁC VỀ SỰ THÀNH CÔNG TRONG NGHỀ NGHIỆP

Mai Thi N. became president of a company at age twenty-nine. She had what can be called outward career success--high-level position, large salary, generous benefits, big office, large staff, and many responsibilities.

N. Thị Mai trở thành giám đốc công ty vào năm hai mươi chín tuổi. Cô ta có được cái gọi là sự thành công về nghề nghiệp hướng ngoại - địa vị cao, lương bổng hậu, phòng làm việc rộng rãi, nhân viên đông và nhiều trách nhiệm.

Chanh S. finished training to be a nurse's assistant. She was good at her job and enjoyed her work, but she had no desire to advance further. To her, a job was only a job. Her main source of pleasure was the volunteer work she did for her people and her children. She had inward career success.

S, Chanh hoàn tất sự huấn luyện để trở thành một y tá phụ. Cô ta làm việc giỏi và ưa thích công việc nhưng không có ham muốn tiến xa hơn. Đối với cô ta, một việc làm chỉ là một việc làm. Nguồn lạc thú chính của cô là công việc tình nguyện mà cô ta làm để phục vụ đồng bào và trẻ em của cô ta. Cô ta có được sự thành công về nghề nghiệp hướng nội.

Which woman is more successful? Why?
Trong hai người đàn bà, ai là người thành công hơn ? Tại sao ?

There are at least two meanings of career success, and it is up to you to choose the right definition for you. Are external rewards (position, fame, power) important to you? Or are you content with internal rewards?
Có ít nhất hai ý nghĩa của sự thành công về nghề nghiệp và tùy bạn chọn lựa định-nghĩa đúng cho bạn. Những tưởng thưởng bề ngoài (địa vị, danh tiếng, quyền lực) có quan trọng đối với bạn hay không ? Hay là bạn bằng lòng với những tưởng thưởng nội tâm ?
Both definitions have their advantages and disadvantages. Usually, outward career success means more money but less leisure time and more stress. Inward career success might mean less stress and more free time. Yet, it can also mean less income, causing more strain in difficult economic times.
Cả hai định nghĩa đều có những điểm thuận lợi và bất lợi. Thường ra, sự thành công hướng ngoại có nghĩa là có nhiều tiền bạc nhưng lại có ít thời giờ nhàn rỗi và bị nhiều ràng buộc. Sự thành công hướng nội có nghĩa là ít bị ràng buộc và có nhiều thời giờ tự do nhưng cũng có nghĩa là kém lợi tức và do đó gặp những khó khăn về phương diện kinh tế.

ANOTHER LOOK AT CAREER SUCCESS: (Cont.)
MỘT CÁI NHÌN KHÁC VỀ SỰ THÀNH CÔNG TRONG NGHỀ NGHIỆP: (tiếp theo)

Some people try to combine both ideas of success. They climb the company ladder to a certain level but insist on having regular free time, or they do things such as exercise to lower their stress. Others choose a lifestyle and work they love, such as painting, and figure out a way to make enough money just to support themselves and do the work they want.

Một số người có phối hợp cả hai ý tưởng về sự thành công. Họ tiến lên trên nấc thang nghề nghiệp đến một cấp bậc nào đó nhưng cố giữ để có một số thì giờ nhàn rỗi hoặc họ làm những việc như vận động thân thể để giảm thiểu sự căng thẳng. Một số người khác chọn một lối sống và việc làm mà họ ưa thích thí dụ như vẽ tranh và nghĩ ra cách kiếm tiền vừa đủ sống và làm công việc mà họ muốn làm.

What is your idea of success?

Bạn nghĩ thế nào về sự thành công ?

FROM RAGS TO RICHES*

ຈາກຈົນມາຫາມີ

During the late 1800s, an American author named Horatio Alger became very popular in the United States. He wrote many stories about people becoming successful.

ໃນຕອນທ້າຍຂອງປີ 1800 ນັ້ນມີນັກແຕ່ງອາເມຣິກັນຜູ້ໜຶ່ງຊື່ວ່າ Horatio Alger ເປັນຄົນມີຊື່ສຽງຫຼາຍທົ່ວໄປຢູ່ໃນສະໄໝນັ້ນ. ລາວເຄີຍຂຽນຫຼາຍບົດເລື່ອງກ່ຽວກັບຄົນທີ່ພົບຄວາມສຳເລັດ.

This was a period of time when there was much poverty in the United States, and many people wanted to believe that they could rise up out of poverty and become wealthy. They wanted to progress "from rags to riches." Horatio Alger wrote a book by that title, From Rags to Riches, which was a best-seller during his time. The story goes something like this:

ເວລານັ້ນແມ່ນເວລາທີ່ເຕັມໄປດ້ວຍຄວາມລຳບາກຍາກຈົນຢູ່ໃນສະຫະລັດ, ແລະຫຼາຍໆຄົນໝັ້ນໃຈວ່າເຂົາຈະພົ້ນຈາກຄວາມລຳບາກຍາກຈົນ ແລ້ວຈະກາຍເປັນ [illegible] ຈາກທຸກຍາກເປັນຮັ່ງ. Horatio Alger ແຕ່ງເລື່ອງນຶ່ງຊື່ວ່າ ~~ຈາກຈົນມາຫາມີ~~ ນີ້ ເລື່ອງນີ້ຂາຍດີທີ່ສຸດໃນສະໄໝນັ້ນ. ເລື່ອງມີດັ່ງນີ້:

A young man who is very poor begins working in a company as a janitor sweeping floors. He wants a higher-level and higher-paying job, but this is the only job he can find because he doesn't want to receive public assistance. He feels that taking any job is better than that. He works very hard to just have enough food to eat. The owner of the company is wealthy and also has a beautiful daughter who works in the company. One day while the young man is sweeping

ມີຊາຍໜຸ່ມຜູ້ນຶ່ງເປັນຄົນຈົນ. ເປັນຄົນທຳຄວາມສະອາດຢູ່ໃນບໍລິສັດນຶ່ງ, ລາວຢາກໄດ້ໜ້າທີ່ສູງ ແລະເງິນເດືອນສູງ, ແຕ່ວ່າລາວຈຳຕ້ອງການໄດ້ ແຕ່ພຽງການນີ້ມີນີ້ ເພາະວ່າລາວບໍ່ຕ້ອງການຄວາມຊ່ວຍເຫຼືອຈາກລັດຖະບານ. ລາວຮູ້ສຶກວ່າເຮັດການງານໃດກໍດີກວ່າຄວາມຊ່ວຍເຫຼືອຈາກລັດຖະບານ. ລາວເຮັດວຽກໜັກຂະໜາດພໍມີເຂົ້າກິນ. ເຈົ້າຂອງບໍລິສັດເປັນຄົນຮັ່ງມີ ແລະມີລູກສາວງາມຜູ້ນຶ່ງເຮັດການໃນບໍລິສັດດ້ວຍ. ມື້ນຶ່ງ ໃນເວລາຊາຍໜຸ່ມກຳລັງກວາດໃຊ້ການ ລູກສາວລາວ ຜູ້ ຊາຍໜຸ່ມ ພໍ້ກະເປົ໋າເງິນໜ່ວຍນັ້ນ.

FROM RAGS TO RICHES (Cont.)
ຈາກຈົນມາຫາມີ (ຕໍ່)

the floor of the daughter's office, he finds her purse. It is filled with a great deal of money which he could certainly use. He desperately needs the money, but instead of keeping it, he chooses to be honest and report the found purse to the owner. The owner is so impressed with the young man's honesty and hard work that he gives him a promotion. Shortly afterward, the young man falls in love with the owner's daughter and marries her. As a result, the owner makes him vice-president of the company, and the young man never again has to sweep floors or worry about having enough food to eat.

ໃນກະເປົາ ນັ້ນ ເຕັມໄປດ້ວຍເງິນ ຄໍາ ທີ່ ຊາຍໜຸ່ມ ຄົງຈະເອົາໄປໃຊ້ໄດ້. ລາວ ຕ້ອງການ ເງິນ ຫລາຍ ເຕັມທີ່, ແທນທີ່ ລາວຈະເກັບມັນໄວ້, ລາວເລືອກໄປເປັນຄົນສັດຊື່ ແລະ ກໍ່ລາຍງານ ເຖິງ ທີ່ລາວພົບໄປ ສູ່ ຜູ້ເປັນເຈົ້າຂອງ. ຜູ້ເປັນເຈົ້າຂອງ ກະເປົາ ເຫັນວ່າຊາຍໜຸ່ມ ຜູ້ນີ້ ເປັນ ຄົນ ສັດຊື່ ແລະ ຂະຫຍັນ ໝັ່ນ ພຽນ ເລີຍ ຂຶ້ນຊັ້ນ ໃຫ້ລາວ. ຫລັງຈາກນີ້ ແລ້ວ ຊາຍໜຸ່ມ ເລີຍ ມີ ຄວາມ ຮັກ ກັບ ລູກສາວ ບໍລິສັດ ແລະ ແລ້ວ ກໍ່ແຕ່ງງານກັນ.
ຜົນສຸດທ້າຍ ເຈົ້າຂອງໂຮງງານ ກໍ່ເລື່ອນຊັ້ນ ໃຫ້ລາວ ເປັນຮອງອະທິບໍດີ. ແລະ ຕັ້ງ ຕໍ່ ນັ້ນໄປ ຊາຍໜຸ່ມ ຜູ້ນີ້ ກໍ່ບໍ່ໄດ້ ຄິດເຣື່ອງ ທໍາຄວາມສະອາດ ຫລືວ່າ ກັງວົນ ເຣື່ອງ ອາຫານ ບໍ່ພໍກິນ.

Now, although this book was written a century ago, this is the kind of story that Americans love to hear, and it is what they usually expect from themselves and other Americans.

ເຖິງວ່າ ດຽວນີ້ ປຶ້ມ ຫົວນີ້ ໄດ້ຂຽນໄວ້ ເກົ່າ ສັດຕະວັດ ໜຶ່ງ ຜ່ານມາແລ້ວ. ແຕ່ ມັນ ກໍ່ ຍັງເປັນ ນິຍາຍ (ນິທານ) ທີ່ອະເມຣິກັນ ມັກຟັງ, ແລະ ນີ້ ກໍ່ເປັນສິ່ງ ທີ່ ຂະເຈົ້າ ສະແດງ ດ້ວຍ ຕົວ ຂອງເຂົາເຈົ້າ. ແລະຈາກ ຊາວອະເມຣິກັນ ທົ່ວໄປ.

Much of the young man's success in this story could have been due to luck, but nevertheless, Americans love to hear success

ຢູ່ໃນນິຍາຍນີ້ ສ່ວນ ມາກ ຄວາມສໍາເຣັດ ຂອງຊາຍໜຸ່ມ ຜູ້ນີ້ ມາຈາກໂຊກລາບ, ແຕ່ຢ່າງໃດກໍ່ດີ ຄົນອະເມຣິກັນ ມັກຟັງ ນິຍາຍທີ່ (ເຣື່ອງ ຄວາມສໍາເຣັດ).

FROM RAGS TO RICHES (Cont.)

ຈາກ ຈົນ ມາ ເປັນ ມີ (ຕໍ່)

stories. Most believe very strongly that anyone can succeed if he or she really tries.

ສ່ວນ ມາກ ເຂົາເຈົ້າ ເຊື່ອ ຖືວ່າ ຜູ້ໃດ ພະຍາຍາມ ຢ່າງເປັນ ກໍ່ຈະ ມີ ຄວາມ ສຳເລັດ.

The purpose of this story is to help you understand how Americans think and what they expect. They can be very patient with newcomers who have faced many hardships. Almost all Americans are descendants of immigrants, and they feel that since they and their ancestors succeeded by their own hard work, all other newcomers should do the same. In America, people are generally free to live their lives as they wish, but they should all be aware of what is expected of them.

ຈຸດໝາຍ ຂອງ ນິທານ ນີ້ ແມ່ນ ໄປ ຊ່ວຍ ໃຫ້ ທ່ານ ເຂົ້າໃຈ ວ່າ: ຄົນ ອາເມຣິກັນ ຄິດ ຢ່າງໃດ ແລະ ຫວັງ ການ ແບບໃດ. ເຂົາເຈົ້າ ມີ ຄວາມ ອົດທົນ ກັບ ຄົນ ທີ່ ມາ ໃໝ່ ທີ່ ເຄີຍ ຜ່ານ ຄວາມ ຫຍຸ້ງຍາກ ເກືອບ ທຸກໆ ຄົນ ອາເມຣິກັນ ກໍ່ ແມ່ນ ລູກ ຫລານ ຂອງ ຄົນ ຕ່າງ ດ້າວ ເຂົາເຈົ້າ ຄິດ ວ່າ: ປູ່ ຍ່າ ຕາ ຍາຍ ໄດ້ ສຳເລັດ ຂະໜາດ ນີ້ ກໍ່ ຍ້ອນ ວ່າ ຂະເຈົ້າ ຂະຫຍັນ ໝັ່ນ ພຽນ ດ້ວຍ ເຫດ ນີ້ ຄົນ ທີ່ ໄດ້ ມາ ໃໝ່ ກໍ່ ຄວນ ຈະ ເຮັດ ຄື ກັນ. ໃນ USA ປະຊາຊົນ ທົ່ວໆ ໄປ ໄດ້ ຢູ່ ກິນ ຕາມ ເສຣີ ຂອງ ໃຜ ລາວ. ແຕ່ ວ່າ ຂະເຈົ້າ ຄວນ ຈະ ຮູ້ ວ່າ ທັງ ມີ ໜ້າ ທີ່ ແນວໃດ ຂອງ ຂະເຈົ້າ.

In America, people who accept welfare are viewed by most Americans with suspicion. Americans take great pride in hard work and making their own way by themselves, which is why they love stories of self-made individuals so much. Therefore, when individuals do not become employed or accept welfare for a long period of time, most Americans feel this is unfair. They feel that since they must

ໃນ America, ປະຊາຊົນ ທີ່ ຮັບ ຄວາມ ຊ່ວຍ ເຫຼືອ ຈາກ ປະຊາ ສົງເຄາະ ຖືກ ຄົນ ອາເມຣິກັນ ເບິ່ງ ໃນ ທາງ ສົງ ໄສ. ຄົນ ອາເມຣິກັນ ມີ ຄວາມ ພໍໃຈ ໃນ ການ ເຮັດ ວຽກ ຂະຫຍັນ ແລະ ທ່າ ທີ ທີ່ ເຂົາເຈົ້າ ຕັ້ງ ການ ດ້ວຍ ຕົນເອງ ດ້ວຍ ເຫດ ນີ້ ລະ ເຂົາເຈົ້າ ຈຶ່ງ ມັກ ນິທານ ເລື່ອງ ສ້າງ ຕົນ ດ້ວຍ ຕົນເອງ. ເພາະ ສະນັ້ນ, ເວລາ ໃດ ຄົນ ຜູ້ ນຶ່ງ ບໍ່ ໄດ້ ເຮັດ ການ ຫຼື ໄດ້ ຮັບ ຄວາມ ຊ່ວຍ ເຫຼືອ ຈາກ ປະຊາ ສົງເຄາະ ເປັນ ເວລາ ນານ ສ່ວນ ມາກ ຄົນ ອາເມຣິກັນ ເຫັນ ວ່າ ມັນ ບໍ່ ຍຸດຕິທັມ. ຂະເຈົ້າ ຄິດ ວ່າ ແມ່ນ ແຕ່ ຂະເຈົ້າ ກໍ່ ໄດ້ ເຮັດ ວຽກ ຍາກ ຄື ກັນ ເພື່ອ ຢູ່ ຜູ້ ອື່ນ ຕ້ອງ ຄື ກັນ.

FROM RAGS TO RICHES (Cont.)
ຈາກຈົນມາຫາມີ (ຕໍ່)

work hard for their living,
everyone else should too.

1. What is your opinion of the Horatio Alger story?
   ເຈົ້າມີຄວາມຄິດຄວາມເຫັນແນວໃດຕໍ່ນິຍາຍຂອງ .... ນັ້ນໃດ?
2. Did your home country have any Horatio Alger stories?
   ຜູ້ບ້ານເມືອງຂອງເຈົ້າມີນິຍາຍຄືຂອງ .. ບໍ່?
3. Could the young man be successful if he had few or no abilities? What is the best combination for success?
   ຊາຍໜຸ່ມຜູ້ນີ້ຈະພົບການສຳເລັດບໍ່? ຖ້າວ່າລາວມີຄວາມສາມາດ? ຄວາມສຳເລັດມີມີຫຍັງປະກອບ?
4. Should there be a law on how long an individual can receive public assistance?
   ຄວນຈະມີກົດໝາຍບໍ່ ດົນປານໃດ ຄົນຜູ້ນຶ່ງຄວນຈະໄດ້ຮັບຄວາມຊ່ວຍເຫຼືອຈາກປະຊາສົງເຄາະ

*Adapted from:
World of Work, The ABC's of Success, Indochina Job Center, Santa Ana, California.
ເອົາມາຈາກ:
[illegible]ໃນໂລກນີ້. ຄວາມສຳເລັດຂອງ ABC, ສູນ [illegible] ຂອງ SANTA ANA, CALIFORNIA.

ANOTHER LOOK AT CAREER SUCCESS

ການເບິ່ງອາຊີບທີ່ສຳເຣັດ

Mai Thi N. became president of a company at age twenty-nine. She had what can be called outward career success--high-level position, large salary, generous benefits, big office, large staff, and many responsibilities.

ໄມທີແອນ. ກາຍເປັນປະທານຂອງບໍຣິສັດ ໃນອາຍຸ ໒໙ ປີ. ລາວມີອັນໃດອັນໜຶ່ງເອີ້ນວ່າ ອາຊີບສຳເຣັດໃນພາຍນອກ ໜ້າທີ່ສູງ. ເງິນເດືອນຫຼາຍ, ລາຍໄດ້ດີ, ໂຮງງານໃຫຍ່. ກົມຊ່ວຍເຫຼືອຫຼາຍ, ແລະມີຄວາມຮັບຜິດຊອບຫຼາຍ.

Chanh S. finished training to be a nurse's assistant. She was good at her job and enjoyed her work, but she had no desire to advance further. To her, a job was only a job. Her main source of pleasure was the volunteer work she did for her people and her children. She had inward career success.

ຈັນແອສ. ຮຽນຈົບຈະໄປເປັນຜູ້ຊ່ວຍນາງພຍາບານ. ລາວເຮັດວຽກຂອງລາວດີ, ແລະມັກວຽກການຂອງລາວ. ແຕ່ວ່າລາວບໍ່ມີຄວາມປາຖະໜາຢາກເລື່ອນຊັ້ນ. ສະເພາະລາວ, ວຽກອັນໜຶ່ງກໍ່ແມ່ນວຽກອັນໜຶ່ງເທົ່ານັ້ນ. ສິ່ງທີ່ພາໃຫ້ລາວມ່ວນຊື່ນກໍ່ຄື: ລາວໄດ້ຮັບໃຊ້ບຸກຄົນຂອງລາວ ແລະລູກຂອງລາວ. ລາວມີ ອາຊີບສຳເຣັດພາຍໃນ.

Which woman is more successful? Why?

ຜູ້ຍິງຄົນໃດມີຜົນສຳເຣັດຫຼາຍກວ່າ ? ດ້ວຍເຫດໃດ?

There are at least two meanings of career success, and it is up to you to choose the right definition for you. Are external rewards (position, fame, power) important to you? Or are you content with internal rewards?

ຢ່າງໜ້ອຍມີຄວາມໝາຍສອງຢ່າງ ແຕ່ລະອາຊີບທີ່ສຳເຣັດ, ແລະແລ້ວແຕ່ທ່ານຈະເລືອກເອົາຄຳອະທິບາຍທີ່ເໝາະສົມແກ່ທ່ານ, ຄວາມຕອບແທນພາຍນອກ (ໜ້າທີ່, ຊື່ສຽງ, ອຳນາດ, ສຳຄັນແກ່ທ່ານບໍ? ຫຼືວ່າທ່ານພໍໃຈກັບຜົນຕອບແທນພາຍໃນ?

Both definitions have their advantages and disadvantages. Usually, outward career success means more money but less leisure time and more stress. Inward career success might mean less stress and more free time. Yet, it can also mean less income, causing more strain in difficult economic times.

ຄວາມແປທັງສອງຢ່າງມີມີທາງດີແລະທາງບໍ່ດີ. ຕາມທຳມະດາແລ້ວ ອາຊີບສຳເຣັດພາຍນອກ ແປວ່າຈະມີເງິນຫຼາຍ ແຕ່ວ່າເວລາມ່ວນຊື່ນນ້ອຍ ແລະກະທົບກະເທືອນຫຼາຍ. ອາຊີບສຳເຣັດພາຍໃນຈະມີຄວາມກະທົບກະເທືອນນ້ອຍ ແລະມີເວລາວ່າງຫຼາຍ. ຍັງບໍ່ແລ້ວ, ມັນຈະແປວ່າລາຍໄດ້ນ້ອຍ ເຊິ່ງຈະພາໃຫ້ຫຍຸ້ງຍາກໃນເວລາເສດຖະກິດຕົກຕ່ຳ.

ANOTHER LOOK AT CAREER SUCCESS: (Cont.)
ການເບິ່ງອາຊີບທີ່ສຳເລັດ (ຕໍ່)

Some people try to combine both ideas of success. They climb the company ladder to a certain level but insist on having regular free time, or they do things such as exercise to lower their stress. Others choose a lifestyle and work they love, such as painting, and figure out a way to make enough money just to support themselves and do the work they want.

ບາງບຸກຄົນພະຍາຍາມເອົາຄວາມຄິດສຳເລັດ ສອງ ຢ່າງລວມເຂົ້າກັນ ເຂົາເຈົ້າເລື່ອນຊັ້ນຢູ່ໃນບໍລິສັດໄປເຖິງຂັ້ນໃດຂັ້ນໜຶ່ງ ແຕ່ວ່າພະຍາຍາມເອົາເວລາວ່າງໃຫ້ເປັນປົກກະຕິ, ຫຼືວ່າເຂົາເຈົ້າຫັດແຮງຢ່າງໃດຢ່າງໃດ ເພື່ອເຮັດໃຫ້ຄວາມກະທົບກະເທືອນນ້ອຍລົງ. ຄົນອື່ນທົ່ວໄປຈະເລືອກການຢູ່ການກິນ ແລະເຮັດວຽກການທີ່ເຂົາເຈົ້າມັກ, ຄືແຕ້ມຮູບ ແລະຊອກວິທີຫາເງິນໃຫ້ພຽງພໍທີ່ຈະລ້ຽງໂຕເອງ ແລະເຮັດວຽກທີ່ເຂົາເຈົ້າມັກ

What is your idea of success?

ຄວາມຄິດຂອງເຈົ້າກ່ຽວກັບການສຳເລັດ ມີແມ່ນຫຍັງ.

OVERVIEW OF PERSONAL ASSESSMENT (UNIT II)

LESSON 1	Overview of unit; introduction of vocabulary; introduction of My Tentative Career Plan.
LESSON 2	Relation of self concept to career development; people who influence career decisions.
LESSON 3	Introduction of values concept; Life Values Inventory; relating values to work.
LESSON 4	Introduction of lifestyle; Lifestyle Inventory; relating lifestyle to the world of work.
LESSON 5	Introduction of data, people, things concept; Data, People, Things Interest Inventory; relating interests to occupational choice.
LESSON 6	Introduction of abilities concept; Indochinese Abilities Inventory; relating abilities to occupational choice.
LESSON 7	Gathering all of assessment information together; relating information gathered about self to career decisions; peer feedback on students' information.
LESSON 8	Summary of assessment information; preparation and sharing of personal mosaics.

OBJECTIVES:

1. Students will define and use in a sentence 22 words related to assessment.
2. Students will describe the use of assessment in career planning.

INSTRUCTOR PREPARATION:

1. Review Overview of Personal Assessment Related to Careers (II-1-IHa).
2. Prepare sufficient copies of Assessment Vocabulary Definitions (II-1-SHa) and Assessment Vocabulary Check (II-1-SHb), and My Tentative Career Plan (II-1-SHc).

PROCEDURE:

Mini-lecture followed by discussion of vocabulary words and introduction of career plan.

MATERIALS:

1. Overview of Personal Assessment Related to Careers (II-1-IHa)
2. Assessment Vocabulary Definitions (II-1-SHa)
3. Vocabulary Self Check (II-1-SHb)
4. My Tentative Career Plan (II-1-SHc)
5. File folders (one for each student)

GUIDELINES:	NOTES:
In-Class Activities	
1. Present, in your own words, the highlights of the Over-	Stress that as part of self assessment they will be com-

GUIDELINES (Cont.):	NOTES
view of Personal Assessment Related to Careers (II-1-IHa).	pleting checklists and other inventories--not tests. There are no right or wrong answers to these activities.
2. Distribute Assessment Vocabulary Definitions (II-1-SHa) and discuss vocabulary words. Give examples of how the vocabulary words can be used in sentences.	
3. Distribute My Tentative Career Plan (III-1-SHc). Go over the plan with the students explaining its content and purpose. Explain that they are to complete the plan carefully and slowly as you and they work through each unit of the course.	Plans are to be kept in career file folders. Students can illustrate or otherwise personalize their career folders and plans. They should feel free to share their plans with people close to them.

Outside Activity

Ask students to write each of new vocabulary words in a sentence.

REFERENCES AND SUPPLEMENTARY MATERIALS:

Emphasis: Self. Sale Lake City, Utah: Olympus Publishing Company, 1979.

Gainer, H. & Stark, S. Choice or Change, New York: Gregg Division, McGraw-Hill Book Company, 1979.

Michelozzi, B. N. Coming Alive From Nine to Five, Menlo Park, CA: Mayfield Publishing Company, 1980.

Safari, San Bernardino Superintendent of Schools Office, San Bernardino, CA.

OVERVIEW OF PERSONAL ASSESSMENT RELATED TO CAREERS

To help you make the right decisions about your career, it is important for you to know yourself very well. For example:

- your interests (what you like to do)
- your abilities (what you know how to do, what you are good at)
- your values (what you believe is most important in life)
- your preferred lifestyle (how you would like to live)
- your important people (the people you care about who influence your career decisions)

There are many ways to get this information about yourself:

You can

- Ask other people what your characteristics are
- Observe yourself doing various things
- Complete some tests or other activities that give this information.

In this unit and throughout the rest of the course, you will have a chance to do all of these activities. When we finish, you will have a great deal of information about yourself. This information will be useful as you look at the many occupations that exist in the United States and elsewhere.

THERE ARE NO RIGHT OR WRONG ANSWERS in any of these personal assessment activities. They are not really tests. If you want to take a test to know what your skill level is in a vocational area such as typing or understanding another language, we can arrange for you to do that.

I know you are not used to completing personal assessment activities. Perhaps you never did this in your home country. You do not have to tell me or anyone else what you write. It is your information only. If you would like to tell the rest of us, we will be happy to hear. When I ask for a volunteer to share information, you can decide what you want to do.

Are there any questions about personal assessment?

ASSESSMENT VOCABULARY DEFINITIONS
អត្ថន័យនៃពាក្យសព្ទស្ដីអំពីការស្ទង់ប្រមាណ

1. abilities: ១ សមត្ថភាព:	the mental and physical powers to perform certain kinds of tasks. កម្លាំងចិត្ត និងកម្លាំងកាយដែលត្រូវប្រើក្នុងធ្វើដំណោះស្រាយ ការងារៗ
2. aptitudes: ២. សម្បទា	one's natural abilities or talents. សមត្ថភាពធម្មជាតិ និងការប៉ិនប្រសប់
3. data: ៣. ទិន្នន័យ:	numbers; figures, words, symbols. ចំនួន , លេខ , ពាក្យ , សញ្ញា
4. interests: ៤. ការចាប់អារម្មណ៍:	what a person likes to do. អ្វីៗដែលបុគ្គលម្នាក់ៗចូលចិត្តធ្វើ
5. knowledge: ៥. ចំណេះវិជ្ជា:	acquired understanding about a topic. ការយល់ដឹងដែលស្រូបយកបានទៅលើរឿងអ្វីមួយ
6. lifestyle: ៦. របៀបរស់នៅ:	the way a person lives day to day. មធ្យោបាយដែលបុគ្គលម្នាក់ៗរស់នៅពីមួយថ្ងៃទៅមួយថ្ងៃទៀត
7. long-term goals: ៧. គោលបំណងវែងឆ្ងាយ:	what you'd like to be doing 5-20 years from now. អ្វីៗដែលលោកអ្នកចង់ធ្វើតាំងពីពេល ៥ ឆ្នាំទៅដល់ ២០ ឆ្នាំខាងមុខ
8. people: ៨. ប្រជាជន:	human beings--babies, children, adults. មនុស្ស -- ទារក , កូនក្មេង , មនុស្សចាស់
9. personality: ៩ បុគ្គលិកលក្ខណៈ	the combination of individual traits of a person. លក្ខណៈផ្សំផ្គុំនៃបុគ្គលម្នាក់ៗ

ASSESSMENT VOCABULARY DEFINITIONS (Cont.)
សព្ទន័យនៃវាក្យសព្ទក្នុងការស្ទង់ប្រមាណ (ត)

10. self-concept: how one feels about or sees him/herself.
១០. គំនិតស្គាល់ខ្លួន: ការគិតលើបុគ្គលម្នាក់ៗ គិតឃើញ និងយល់ខ្លួនឯង

11. short-term goals: what you'd like to be doing in the next 1-5 years.
១១. គោលបំណងខ្លី: អ្វីៗដែលលោកអ្នកចង់ធ្វើក្នុងពេល ១ ឆ្នាំទៅដល់ ៥ ឆ្នាំ ខាងមុខ

12. skills: a person's acquired or learned abilities to do certain tasks.
១២. ការប៉ិនប្រសប់: សមត្ថភាពនៃបុគ្គលម្នាក់ៗ ដែលបានមកពីការរៀនសូត្រ ដើម្បីប្រកបការងារ

13. (to) survey: to examine or look at.
១៣. ការស្ទង់មើល: ការពិនិត្យមើល ឬ ការសង្កេតមើល

14. tentative career plan: beginning set of steps for reaching one's career goals.
១៤. ផែនការសាកល្បងមើលអាជីព: ចាប់ផ្តើមនៃវិធានដំបូងតៗទៅមុខ ដើម្បីឈោងបាន ទៅដល់គោលបំណងនៃមុខរបរអាជីពគេ:

15. things: objects such as materials, tools, equipment.
១៥. របស់: វត្ថុ ដូចជា គ្រឿងសម្ភារៈ, ឧបករណ៍ប្រើ និង បរិក្ខារ

16. traits: personal qualities.
១៦. លក្ខណៈ: គុណសម្បត្តិនៃបុគ្គល

17. values: what a person believes is important in life.
១៧. តំលៃ: អ្វីៗដែលបុគ្គលម្នាក់ៗ យល់ឃើញថា មានសារៈសំខាន់ក្នុងជីវិត

ASSESSMENT VOCABULARY DEFINITIONS (Cont.)

18. work values: ១៨. តំលៃការងារ :	what a person believes is important and satisfying អ្វីៗដែលបុគ្គលម្នាក់ៗយល់ឃើញថា មានសារៈសំខាន់ និងពេញ in a job. ចិត្តក្នុងការប្រកបការងារ

Review Words
ពិនិត្យមើលពាក្យឡើងវិញ

assessment
ការស្ទង់ប្រមាណ

career
អាជីព

job
ការងារ

occupation
របររកទទួលទាន

UNIT II/LESSON 1
II-1-SHb
CAMBODIAN

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Name

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ឈ្មោះ

ASSESSMENT VOCABULARY CHECK
ការត្រួតពិនិត្យវាក្យសព្ទ ស្ដីពីការប៉ាន់ប្រមាណ

1. abilities

១. សមត្ថភាព

2. interests

២. ការចាប់អារម្មណ៍

3. knowledge

៣. ចំណេះវិជ្ជា

4. lifestyle

៤. របៀបរស់នៅ

5. skills

៥. ការថ្វីដៃប្រសប់

6. values

៦. តម្លៃ

7. work values

៧. តម្លៃការងារ

8. data

៨. ទិន្នន័យ

UNIT II/LESSON 1
II-1-SHb
CAMBODIAN

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Name

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ឈ្មោះ

ASSESSMENT VOCABULARY CHECK (Cont.)

ការធ្វើតេស្តពិនិត្យពាក្យសព្ទសំរាប់ការស្ទង់ប្រមាណ (ត)

9. people

៩. ប្រជាជន

10. things

១០. របស់

11. traits

១១. លក្ខណៈ

12. aptitudes

១២. សម្យក

13. (to) survey

១៣. ការស្ទង់មើល

14. personality

១៤. បុគ្គលិកលក្ខណៈ

15. short-term goals

១៥. គោលបំណងដ៏ខ្លី

16. long-term goals

១៦. គោលបំណងដ៏យូរ

Name ____________________

នាម ____________________

ASSESSMENT VOCABULARY CHECK (Cont.)
ការត្រួតពិនិត្យវាក្យសព្ទស្ដីអំពីការស្ទង់ប្រមាណ (ត)

17. tentative career plan
១៧. ផែនការសាកល្បងមុខរបរសាកសិន

18. self concept
១៨. គំនិតស្គាល់ខ្លួន

ASSESSMENT VOCABULARY DEFINITIONS
ĐINH NGHĨA DANH TỪ LƯỢNG GIÁ

1.	abilities: khả năng:	the mental and physical powers to perform certain kinds of tasks. sức mạnh tinh thần và thể xác để làm một số công việc nào đó.
2.	aptitudes: năng lực:	one's natural abilities or talents. tài năng và năng khiếu của một người.
3.	data: dữ kiện:	numbers; figures, words, symbols. số, con số, chữ, dấu hiệu.
4.	interests: quan tâm:	what a person likes to do. điều mà con người muốn làm.
5.	knowledge: kiến thức:	acquired understanding about a topic. sự hiểu biết thu đắc được về một đề mục.
6.	lifestyle: cách sống:	the way a person lives day to day. cách sống hằng ngày của một người.
7.	long-term goals: mục tiêu dài hạn:	what you'd like to be doing 5-20 years from now. điều bạn muốn làm sau này từ 5 đến 20 năm.
8.	people: mọi người:	human beings--babies, children, adults. con người--hài nhi, trẻ em, người lớn.
9.	personality: nhân cách:	the combination of individual traits of a person. sự tổng hợp những nét cá nhân của một người.
10.	self-concept: tự nhận định:	how one sees or feels about him/herself. cách thế của một người thấy và nghĩ về chính mình.
11.	short-term goals: mục tiêu ngắn hạn:	what you'd like to be doing in the next 1-5 years. điều bạn muốn làm sau này từ 1 đến 5 năm.
12.	skills: kỹ-năng:	a person's acquired or learned abilities to do certain tasks. khả năng thu đắc và học hỏi của một người để làm một số công việc nào đó.
13.	(to) survey: nghiên cứu:	to examine or look at. xem xét hoặc quan sát.
14.	tentative career plan: hoạch định nghề nghiệp:	beginning set of steps for reaching one's career goals. diễn trình tiên khởi để đạt mục tiêu nghề nghiệp của một người.

UNITII/LESSON 1
II-1-SHc
CAMBODIAN

NAME ________________
ឈ្មោះ

MY TENTATIVE CAREER PLAN
គំរោងការនៃអាជីពដែលគ្រាន់តែជាការសាកល្បង

My Main Interests
ការចាប់អារម្មណ៍ដ៏សំខាន់របស់ខ្ញុំ

1. ________________
2. ________________
3. ________________
4. ________________

My Most Important Values
ការឱ្យតម្លៃដ៏សំខាន់របស់ខ្ញុំ

1. ________________
2. ________________
3. ________________
4. ________________

My Strongest Skills and Abilities
ការថ្វីដៃប្រសប់ និងសមត្ថភាពដ៏ខ្លាំងរបស់ខ្ញុំ

1. ________________
2. ________________
3. ________________
4. ________________

Occupational Skills I am Interested in Learning
ការថ្វីដៃប្រសប់នៃមុខរបរដែលខ្ញុំមានការចាប់អារម្មណ៍ចង់រៀន

1. ________________
2. ________________
3. ________________

MY TENTATIVE CAREER PLAN (Cont.)
[illegible] (ត)

I Prefer to Work With
ខ្ញុំចូលចិត្តធ្វើការជាមួយ

_____ Data Only
ទិន្នន័យ ប៉ុណ្ណោះ

_____ Data and Things
ទិន្នន័យ និង ប្រដាប់ប្រដា

_____ Data, People, and Things
ទិន្នន័យ, ប្រជារាស្ត្រ និង ប្រដាប់ប្រដា

_____ People Only
ប្រជារាស្ត្រ ប៉ុណ្ណោះ

_____ People and Data
ប្រជារាស្ត្រ និង ទិន្នន័យ

_____ People and Things
ប្រជារាស្ត្រ និង ប្រដាប់ប្រដា

_____ Things Only
ប្រដាប់ប្រដា ប៉ុណ្ណោះ

Tentative Occupations of Interest to Me
[illegible]

1. ______________________________ D.O.T. Code Number ______________
[illegible]

2. ______________________________ D.O.T. Code Number ______________
[illegible]

3. ______________________________ D.O.T. Code Number ______________
[illegible]

4. ______________________________ D.O.T. Code Number ______________
[illegible]

5. ______________________________ D.O.T. Code Number ______________
[illegible]

MY TENTATIVE CAREER PLAN (Cont.)

[illegible] (ត)

Long-Term Career Goals--What I'd like to be doing in 5 - 10 years [illegible] ១០ឆ្នាំ	I'll do this by (date) [illegible]
1. ____________________	____________
2. ____________________	____________
3. ____________________	____________
Short-Term/Immediate Career Goals--What I'd like to do within the next 6 - 12 months [illegible]	I'll do this by (date) [illegible]
1. ____________________	____________
2. ____________________	____________
3. ____________________	____________
Possible Obstacles to My Goals [illegible]	Obstacle Removal Strategies I Can Use [illegible]
1. ____________________	____________
2. ____________________	____________
3. ____________________	____________
4. ____________________	____________
Contacts Made [illegible]	Results [illegible]
1. ____________________	____________
2. ____________________	____________
3. ____________________	____________

MY TENTATIVE CAREER PLAN (Cont.)
គំរោងការ[illegible]ជាការងាររបស់ខ្ញុំ (ត)

Action Steps--What I'll do next to reach my goals
វិធានការដែលត្រូវធ្វើ--ការដែលខ្ញុំត្រូវធ្វើតទៅទៀត
ដើម្បីទៅឲ្យដល់គោលដៅ[illegible]

I'll do this by (date)
ខ្ញុំនឹងធ្វើការនេះនៅ
(ថ្ងៃ.ខែ-ឆ្នាំ)

1. ______________________ ______________
2. ______________________ ______________
3. ______________________ ______________
4. ______________________ ______________
5. ______________________ ______________

ASSESSMENT VOCABULARY DEFINITIONS (Cont.)
ĐINH NGHĨA DANH TỪ LƯỢNG GIÁ (tiếp theo)

15.	things: đồ vật:	objects such as materials, tools, equipment. đồ vật như vật liệu, đồ nghề, trang bi.
16.	traits: đức tính:	personal qualities. phẩm chất cá nhấn.
17.	values: giá tri:	what a person believes is important in life. điều mà con người tin rằng quan trong trong cuốc sống.
18.	work values: giá tri cống việc:	what a person believes is important and satisfying in a job. điều mà con người tin rằng quan trọng và tạo thỏa mãn trong việc làm.

Review Words (ốn ngữ vưng)

assessment
lường giá

career
nghề nghiệp

job
việc làm

occupation
công việc

UNIT II/LESSON 1
II-1-SHb
VIETNAMESE

____
Name

ASSESSMENT VOCABULARY CHECK
XÉT VỀ NGỮ VỤNG LƯƠNG GIÁ

1. abilities
   khá năng

2. interests
   quan tấm

3. knowledge
   kiến thức

4. lifestyle
   cách thức sống

5. skills
   kỹ năng

6. values
   giá tri

7. work values
   giá tri làm viéc

8. data
   dữ kiến

9. people
   con người

10. things
    đồ vât

11. traits
    nhán cách

12. aptitudes
    năng lực

13. (to) survey
    nghiên cứu

14. personality
    cá tính

____
Name

ASSESSMENT VOCABULARY CHECK (Cont.)
XET VẾ NGỮ VƯNG LƯỢNG GIÁ (tiếp theo)

15. short-term goals
mục tiếu ngắn hạn

16. long-term goals
mục tiếu dải hạn

17. tentative career plan
chương trình hoạch định về nghề nghiệp

18. self concept
tư nhấn định

NAME ____________________
TÊN

MY TENTATIVE CAREER PLAN
DỰ ĐỊNH NGHỀ NGHIỆP CỦA TÔI

My Main Interests
Những quan tâm chính yếu của tôi

1. ____________________
2. ____________________
3. ____________________
4. ____________________

My Most Important Values
Những giá trị quan trọng nhất đối với tôi

1. ____________________
2. ____________________
3. ____________________
4. ____________________

My Strongest Skills and Abilities
Những kỹ năng và khả năng sở trường của tôi

1. ____________________
2. ____________________
3. ____________________
4. ____________________

Occupational Skills I am Interested in Learning
Những kỹ năng nghề nghiệp mà tôi quan tâm học hỏi

1. ____________________
2. ____________________
3. ____________________

MY TENTATIVE CAREER PLAN (Cont.)
DỰ ĐỊNH NGHỀ NGHIỆP CỦA TÔI (t.t.)

I Prefer to Work With
Tôi thích làm việc

____ Data Only
chỉ với Dữ kiện

____ Data and Things
với Dữ kiện và Đồ vật

____ Data, People, and Things
với Dữ kiện, Con người và Đồ vật

____ People Only
chỉ với Con người

____ People and Data
với Con người và Dữ kiện

____ People and Things
với Con người và Đồ vật

____ Things Only
chỉ với Đồ vật

Tentative Occupations of Interest to Me
Những công việc tôi quan tâm

1. ________________________ D.O.T. Code Number ____________
Mã số D.O.T.

2. ________________________ D.O.T. Code Number ____________
Mã số D.O.T.

3. ________________________ D.O.T. Code Number ____________
Mã số D.O.T.

4. ________________________ D.O.T. Code Number ____________
Mã số D.O.T.

5. ________________________ D.O.T. Code Number ____________
Mã số D.O.T.

MY TENTATIVE CAREER PLAN (Cont.)
DỰ ĐỊNH NGHỀ NGHIỆP CỦA TÔI (T.t.)

Long-Term Career Goals--What I'd like to be doing in 5 - 10 years
Mục tiêu nghề nghiệp dài hạn.- Tôi muốn sẽ làm trong vòng 5- 10 năm tới

I'll do this by (date)
Tôi sẽ làm điều này vào (ngày)

1. ________________________ ________________
2. ________________________ ________________
3. ________________________ ________________

Short-Term/Immediate Career Goals--What I'd like to do within the next 6 - 12 months
Mục tiêu nghề nghiệp ngắn hạn/ tức thời.- Tôi muốn sẽ làm trong vòng 6 - 12 tháng tới

I'll do this by (date)
Tôi sẽ làm điều này vào (ngày)

1. ________________________ ________________
2. ________________________ ________________
3. ________________________ ________________

Possible Obstacles to My Goals
Những trở ngại có thể xảy ra

Obstacle Removal Strategies I Can Use
Những phương cách khắc phục trở ngại tôi có thể dùng

1. ________________ ________________________
2. ________________ ________________________
3. ________________ ________________________
4. ________________ ________________________

Contacts Made
Những tiếp xúc đã thực hiện

Results
Kết quả

1. ________________ ________________________
2. ________________ ________________________
3. ________________ ________________________

MY TENTATIVE CAREER PLAN (Cont.)
DƯ ĐINH NGHỀ NGHIỆP CỦA TÔI (t.t.)

	Action Steps--What I'll do next to reach my goals Diễn tiến hành động.- Sau đây tôi sẽ làm gì để đạt mục tiêu	I'll do this by (date) Tôi sẽ làm điều này vào (ngày)
1.	____________________	____________
2.	____________________	____________
3.	____________________	____________
4.	____________________	____________
5.	____________________	____________

ASSESSMENT VOCABULARY DEFINITIONS

ການອະທິບາຍຄຳສັບ

1. abilities: ຄວາມສາມາດ	the mental and physical powers to perform certain kinds of tasks. ການໃຊ້ຄວາມຄິດແລະຮ່າງກາຍ ທີ່ເຮັດວຽກອັນໃດອັນໜຶ່ງໄດ້.
2. aptitudes: ຄວາມສະຫລາດ	one's natural abilities or talents. ຄວາມສາມາດທີ່ເກີດໃນຕົວ.
3. data: ສິ່ງທີ່ກຳນົດໄດ້	numbers; figures, words, symbols. ເລກທີ, ຮູບຮ່າງ, ຕົວໜັງສື, ກາ (ເຄື່ອງໝາຍ).
4. interests: ຄວາມສົນໃຈ	what a person likes to do. ສິ່ງໃດສິ່ງໜຶ່ງທີ່ຄົນມັກ.
5. knowledge: ຄວາມຮູ້	acquired understanding about a topic. ສິ່ງທີ່ຈະຕ້ອງເຂົ້າໃຈ ກ່ຽວກັບເລື່ອງອື່ນ.
6. lifestyle: ແບບຊີວິດ	the way a person lives day to day. ຊີວິດຂອງຄົນທີ່ຢູ່ແຕ່ລະມື້.
7. long-term goals: ຈຸດປະສົງໃນໄລຍະໄກ	what you'd like to be doing 5-20 years from now. ສິ່ງໃດສິ່ງໜຶ່ງທີ່ທ່ານຈະເຮັດໃນ 5 ເຖິງ 20 ປີຂ້າງໜ້າ.
8. people: ປະຊາຊົນ	human beings--babies, children, adults. ຄົນທັງຫລາຍ. ເດັກເກີດໃໝ່, ເດັກນ້ອຍ, ຜູ້ໃຫຍ່.
9. personality: ຮູບສົມສ່ວນຕົວ	the combination of individual traits of a person. ສິ່ງທີ່ປະກອບໃນຕົວຂອງຄົນຜູ້ໜຶ່ງ
10. self-concept: ຄວາມຄິດຕໍ່ຕົນເອງ	how one feels about or sees him/herself. ສິ່ງທີ່ຫວັງ ຫຼື ມອງເບິ່ງໃນຕົນເອງ.
11. short-term goals: ຈຸດປະສົງໃນໄລຍະສັ້ນ	what you'd like to be doing in the next 1-5 years. ສິ່ງໃດສິ່ງໜຶ່ງທີ່ທ່ານຈະເຮັດໃນຂ້າງໜ້າ 1 ເຖິງ 5 ປີ
12. skills: ດ້ານຝີມື	a person's acquired or learned abilities to do certain tasks. ສິ່ງທີ່ຄົນຜູ້ໜຶ່ງຮຽນເພື່ອຈະສາມາດໄປເຮັດວຽກອັນໃດອັນໜຶ່ງ
13. (to) survey: ໄປສືບສວນ	to examine or look at. ໄປກວດ ຫຼື ມອງເບິ່ງ.
14. tentative career plan: ແຜນການອາຊີບຊົ່ວຄາວ:	beginning set of steps for reaching one's career goals. ວິທີການຕັ້ງຕົ້ນເພື່ອຜົນສຸດທ້າຍໃນການອາຊີບ.

ASSESSMENT VOCABULARY DEFINITIONS (Cont.)
ການແປຂອງສັບ (ຕໍ່)

15.	things: ສິ່ງ	objects such as materials, tools, equipment. ຮູບປະພັນທີ່ມີຢູ່ ຄືສິ່ງຂອງ, ເຄື່ອງມື, ເຄື່ອງຈັກ.
16.	traits: ລັກສະນະ:	personal qualities. ລັກສະນະທີ່ເປັນຄຸນຄ່າໃນຕົວ
17.	values: ຄຸນຄ່າທີ່ສຳຄັນ	what a person believes is important in life. ສິ່ງໃດທີ່ຄົນເຮົາເຊື່ອຖືເປັນສິ່ງທີ່ສຳຄັນໃນຊີວິດ
18.	work values: ຄຸນຄ່າຂອງວຽກ	what a person believes is important and satisfying in a job. ສິ່ງໃດທີ່ຄົນເຮົາເຊື່ອຖື ເປັນສິ່ງທີ່ສຳຄັນ ຕໍ່ຄວາມພໍໃຈໃນຂອງ ວຽກການ

Review Words
ຫຍໍ້ ທີ່ສອບທຽມ

assessment
ຄຳນວນ

career
ອາຊີບຕໍ່ໄປ

job
ວຽກການ

occupation
ວິຊາອາຊີບ

UNIT II/LESSON 1
II-1-SHb
LAOTIAN

____
Name
ຊື່

ASSESSMENT VOCABULARY CHECK
ການກວດກ່ານວນຄຳສັບ.

1. abilities
ຄວາມສາມາດ
2. interests
ຄວາມສົນໃຈ
3. knowledge
ຄວາມຮູ້
4. lifestyle
ວິທີດຳເນີນຊີວິດ
5. skills
ຝີມືອາຊີບ
6. values
ຄຸນຄ່າທີ່ສຳຄັນ
7. work values
ຄຸນຄ່າຂອງວຽກ
8. data
ຂໍ້ທີ່ກຳນົດໃຫ້
9. people
ພົລະເມືອງ
10. things
ສິ່ງ
11. traits
ລັກສະນະ
12. aptitudes
ຄວາມສລາດ
13. (to) survey
ໄປພິສູດ
14. personality
ລັກສະນະຂອງຄົນ

UNIT II/LESSON 1
II-1-SHb
LAOTIAN

____
Name
ຊື່

ASSESSMENT VOCABULARY CHECK (Cont.)

ການກວດກາ ນວນຂຽສັບ

15. short-term goals

ຄວາມປະສົງຈຸດໝາຍໃນໄລຍະສັ້ນ

16. long-term goals

ຄວາມປະສົງຈຸດໝາຍໃນໄລຍະຍາວ

17. tentative career plan

ແຜນທົດລອງອາຊີບ

18. self concept

ຄວາມຄິດໃນຕົວເອງ

UNITII/LESSON I
II-1-SHc

LAOTIAN

____

NAME ______________________________
ຊື່

MY TENTATIVE CAREER PLAN
ຮ່າງສໍາຣັບສະເໜີແຜນການອາຊີບຂອງຂ້າພະເຈົ້າ.

My Main Interests
ຄວາມສົນໃຈທີ່ຂ້າພະເຈົ້າສົນໃຈ.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

My Most Important Values
ສິ່ງທີ່ສໍາຄັນທີ່ສຸດຕໍ່ຂ້າພະເຈົ້າ

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

My Strongest Skills and Abilities
ສິ່ງທີ່ແຂງແຮງໃນດ້ານຄວາມຮູ້ໃນຕົວແລະຄວາມສາມາດຂອງຂ້າພະເຈົ້າ.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Occupational Skills I am Interested in Learning
ວິຊາອາຊີບສະເພາະທີ່ຂ້າພະເຈົ້າສົນໃຈຈະຮຽນ.

1. ______________________________
2. ______________________________
3. ______________________________

MY TENTATIVE CAREER PLAN (Cont.)

ຮ່າງສ່ວນນີ້ສະເໜີແຜນການອາຊີບຂອງຂ້າພະເຈົ້າ. (ຕໍ່)

I Prefer to Work With
ຂ້າພະເຈົ້າມັກເຮັດວຽກກັບ.

_____ Data Only
ສິ່ງທີ່ກຳນົດໃຫ້ເທົ່ານັ້ນ

_____ Data and Things
ສິ່ງທີ່ກຳນົດໃຫ້ ແລະ ສິ່ງອື່ນ

_____ Data, People, and Things
ສິ່ງທີ່ກຳນົດໃຫ້, ບຸກຄົນ, ແລະ ສິ່ງຂອງ.

_____ People Only
ບຸກຄົນເທົ່ານັ້ນ

_____ People and Data
ບຸກຄົນ ແລະ ສິ່ງທີ່ກຳນົດໃຫ້.

_____ People and Things
ບຸກຄົນ ແລະ ສິ່ງຂອງ

_____ Things Only
ສິ່ງຂອງເທົ່ານັ້ນ

Tentative Occupations of Interest to Me
ຮ່າງສເໜີແຜ່ນການວິຊາອາຊີບທີ່ສົນໃຈຂ້າພະເຈົ້າ

1. ______________________________ D.O.T. Code Number ______________
ອັດຕາເລກທີ່

2. ______________________________ D.O.T. Code Number ______________
ອັດຕາເລກທີ່

3. ______________________________ D.O.T. Code Number ______________
ອັດຕາເລກທີ່

4. ______________________________ D.O.T. Code Number ______________
ອັດຕາເລກທີ່

5. ______________________________ D.O.T. Code Number ______________
ອັດຕາເລກທີ່

MY TENTATIVE CAREER PLAN (Cont.)
ຮ່າງສ່ວງບັດຈະເປັນແຜນການອາຊີບຂອງຂ້າພະເຈົ້າ (ຕໍ່)

Long-Term Career Goals--What I'd like to be doing in 5 - 10 years
ຈຸດໝາຍອາຊີບທາງໄກ -- ສິ່ງໃດຂ້າພະເຈົ້າ ຢາກຈະເຮັດໃນເວລາ 5-10 ປີ

1. ______________________________
2. ______________________________
3. ______________________________

I'll do this by (date)
ຂ້າພະເຈົ້າຈະເຮັດວຽກນີ້ (ໃນວັນ)

____
____
____

Short-Term/Immediate Career Goals--What I'd like to do within the next 6 - 12 months
ຈຸດໝາຍອາຊີບທາງສັ້ນ (ໃນຮີບດ່ວນ).. ສິ່ງໃດ ຂ້າພະເຈົ້າຢາກຈະເຮັດພາຍໃນ 6-12 ເດືອນ

1. ______________________________
2. ______________________________
3. ______________________________

I'll do this by (date)
ຂ້າພະເຈົ້າຈະເຮັດວຽກນີ້ (ໃນວັນ)

____
____
____

Possible Obstacles to My Goals
ສິ່ງອາຈະລໍາບາກຕໍ່ຈຸດໝາຍຂອງ ຂ້າພະເຈົ້າ

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Obstacle Removal Strategies I Can Use
ແຜນການຈະແກ້ໄຂຄວາມລໍາບາກທີ່ ຂ້າພະເຈົ້າຈະໃຊ້

____
____
____
____

Contacts Made
ໄດ້ຕິດຕໍ່

1. ______________________________
2. ______________________________
3. ______________________________

Results
ຜົນການ

____
____
____

MY TENTATIVE CAREER PLAN (Cont.)
ຮ່າງສໍາຣັບຮະເບັຽແຜນການອາຊີບຂອງຂ້າພະເຈົ້າ. (ຕໍ່)

Action Steps--What I'll do next to reach my goals ບັດບາດທີ່ຈະເຮັດ -- ສິ່ງໃດທີ່ຂ້າພະເຈົ້າຈະເຮັດ ເພື່ອຈະພົບຈຸດໝາຍຂອງຂ້າພະເຈົ້າ	I'll do this by (date) ຂ້າພະເຈົ້າຈະເຮັດພາຍໃນມື້).
1.	
2.	
3.	
4.	
5.	

SELF-CONCEPT AND IMPORTANT PEOPLE IN OUR LIVES

UNIT II/LESSON 2

OBJECTIVES:	1. Students will describe how self concept relates to career development. 2. Students will list the key people in their lives who influence their career decisions.
INSTRUCTOR PREPARATION:	1. Prepare sufficient copies of Personal Collage (II-2-SHa) and Important People (II-2-SHb). 2. Collect magazines, newsprint or poster paper, scissors, glue or paste for personal collage activity. 3. Prepare mini-lecture on how self concept and important people in our lives affect our career decision-making.
PROCEDURE:	Mini-lecture followed by individual work and small-group activities.
MATERIALS:	1. Personal Collage (II-2-SHa) 2. Important People (II-2-SHb) 3. Magazines 4. Large sheets of poster paper or newsprint 5. Scissors 6. Glue

GUIDELINES:	NOTES:
In-Class Activities	
1. Present a mini-lecture on the fact that how we see ourself affects our career decisions. Describe to the students some examples of how you see yourself and how this has related to your career.	
2. Hand out Personal Collage activity sheet (II-2-SHa). Explain its purpose. As an instructor you should also complete one. Share yours with the class.	You may want to have some students share their personal collage. Ask for volunteers as many will not want to disclose that information about themselves.
3. Explain how people in our lives also affect our career decisions. Share examples of people who have influenced you.	
4. Hand out Important People (II-2-SHb). Explain its purpose and have students begin to write in the names of the most important people in their lives. If time permits, have students finish the activity, and ask for volunteers to share their important people with the group.	Explain to students that we are always influenced by key people in our lives. These could be people who are not living with us or who are deceased. If they have had an affect on our lives, they are important to us. As an instructor, you should also complete the activity.
Outside Activities	
1. Ask students to finish their Personal Collages and Important People as homework. Tell them to turn them in to you at the next session.	These will eventually go into their file folders.
2. Have the students share and explain their Personal	It is important to include the family or other close

GUIDELINES (Cont.):

Collage and Important People chart to their families or persons with whom they are living.

NOTES:

people in this activity as they have a tremendous influence on the students' career plans.

REFERENCES AND SUPPLEMENTARY MATERIALS:

UNIT II/LESSON 2
II-2-SHa
CAMBODIAN

PERSONAL COLLAGE*

ផ្ទាំងរូបដែលកាត់ចេញពីក្រដាសដោយលោកអ្នក
ផ្ទាល់

Directions: សេចក្ដីណែនាំ:

You will need materials such as magazines, poster paper, scissors, and glue or paste for this activity.
សម្ភារៈដែលលោកអ្នកត្រូវការក្នុងសកម្មភាពនេះ: មាន :ទស្សនាវដ្ដី, ក្រដាសធំៗ, កន្ត្រៃ, កាវ ឬ ...

1. Find and cut out pictures from magazines, as follows:
១. ចូរកាត់រូបភាពពីទស្សនាវដ្ដី ដោយកាត់រូបនោះចេញមក ដូចខាងក្រោមនេះ :

   1 or 2 pictures of how you would like to be
   កាត់រូប ១ ឬ ២ សន្លឹក ដែលជារូបភាពដែលលោកអ្នកចង់ធ្វើ ...

   1 picture of what your parents would like you to be
   កាត់រូប ១ សន្លឹក ដែលជារូបភាពដែលឪពុកម្ដាយរបស់លោកអ្នកចង់ឲ្យលោកអ្នក ធ្វើដូចរូបនោះ:

   1 or 2 pictures of how you see yourself
   កាត់រូប ១ ឬ ២ សន្លឹក ដែលជារូបភាពដែលលោកអ្នកយល់ឃើញ ...

   2 pictures of how others see you
   កាត់រូប ២ សន្លឹក ដែលជារូបភាពដែលលោកអ្នកយល់ឃើញ ...

   1 picture of something you did often in your home country
   កាត់រូប ១ សន្លឹក ដែលជារូបភាពដែលលោកអ្នកធ្លាប់ធ្វើ ... ប្រទេសកំណើតរបស់លោកអ្នក

   1 picture of what you will never be
   កាត់រូប ១ សន្លឹក រូបភាពដែលលោកអ្នកយល់ឃើញ ... មិនដែលធ្វើ

   1 picture of something you hate
   កាត់រូប ១ សន្លឹក ដែលជារូបភាពដែលលោកអ្នកយល់ឃើញ ហើយស្អប់ជាងគេ

   1 picture of something you fear
   កាត់រូប ១ សន្លឹក ដែលជារូបភាពដែលលោកអ្នកយល់ឃើញ ហើយ ... ការភ័យខ្លាច

   1 picture of an animal you most resemble
   កាត់រូប ១ សន្លឹក ដែលជារូបសត្វដែលលោកអ្នកយល់ឃើញ ... ដូចលោកអ្នក

2. Paste these pictures on poster paper and give the collage a title.
២. ចូរបិទរូបភាពដែលកាត់ទាំងអស់នោះ លើក្រដាសធំ ហើយដាក់ចំណងជើងរូបនោះ ។

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*Adapted from
Safari. Robert Ciauri, Project Director, San Bernardino, Calif.: San Bernardino County Schools Office, _____.

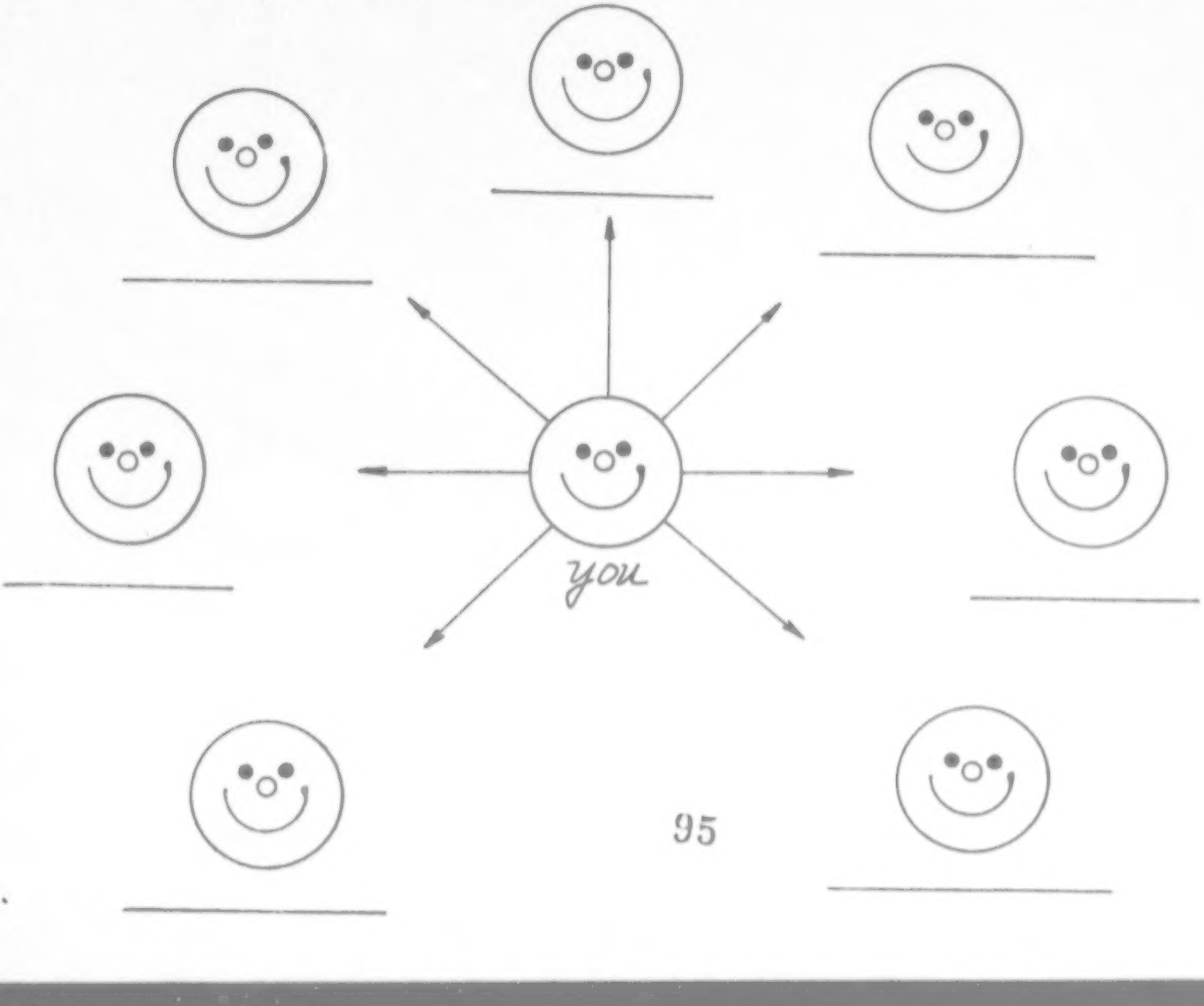
UNIT II/LESSON 2
II-2-SHb
CAMBODIAN

IMPORTANT PEOPLE
មនុស្សសំខាន់ៗ

Directions:
សេចក្តីណែនាំ

Think of the people who are most important in your life. Write their names and who they are (father, mother, sister, uncle, etc.) next to the faces below.

ចូរលោកអ្នកគន់គិតនឹកឃើញមើល ថា តើមានអ្នកណាខ្លះ ជាមនុស្សសំខាន់ របស់លោកអ្នកជាងគេក្នុងជីវិតនេះ៖ ចូរសរសេរឈ្មោះអ្នកទាំងនោះ ហើយប្រាប់ថា អ្នកទាំងអស់នោះត្រូវជាអ្វីនឹងលោកអ្នក (បិតា, មាតា, បងស្រី, ប្អូនស្រី, ពូ មា ។ល។)



PERSONAL COLLAGE*

CẮT DÁN HÌNH *

Directions:
Chỉ dẫn :

You will need materials such as magazines, poster paper, scissors, and glue or paste for this activity.

Ban sẽ cần những vát liệu như tap chí, giấy bồi, kéo, keo hay hồ để làm viếc này.

1. Find and cut out pictures from magazines, as follows:
   Tìm trong các tap chí và cắt ra các hình ảnh sau đây :

   1 or 2 pictures of how you would like to be
   1 hay 2 hình ảnh mà ban muốn trở thành

   1 picture of what your parents would like you to be
   1 hình ảnh mà cha me bạn muốn ban trở thành

   1 or 2 pictures of how you see yourself
   1 hay 2 hình ảnh của ban dưới mắt ban

   2 pictures of how others see you
   2 hình ảnh của ban dưới mắt người khác

   1 picture of something you did often in your home country
   1 hình ảnh của điều mà ban thường làm khi ở xứ bạn

   1 picture of what you will never be
   1 hình ảnh mà ban sẽ khống bao giờ trở thánh

   1 picture of something you hate
   1 hình ảnh của điều mà ban ghét

   1 picture of something you fear
   1 hình ảnh của điều mà ban sợ

   1 picture of an animal you most resemble
   1 hình ảnh của con thú mà ban giống nhất

2. Paste these pictures on poster paper and give the collage a title.
   Dán những hình ảnh này lến tấm giấy bồi và đặt cho nó một cái tến.

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*Adapted from
Safari. Robert Ciauri, Project Director, San Bernardino, Calif.: San Bernardino County Schools Office, ____.

* Phỏng theo từ
Safari của Robert Ciauri, Giám Đốc Chương Trình, San Bernardino, Calif. : Văn Phòng Học Khu quận San Bernardino.

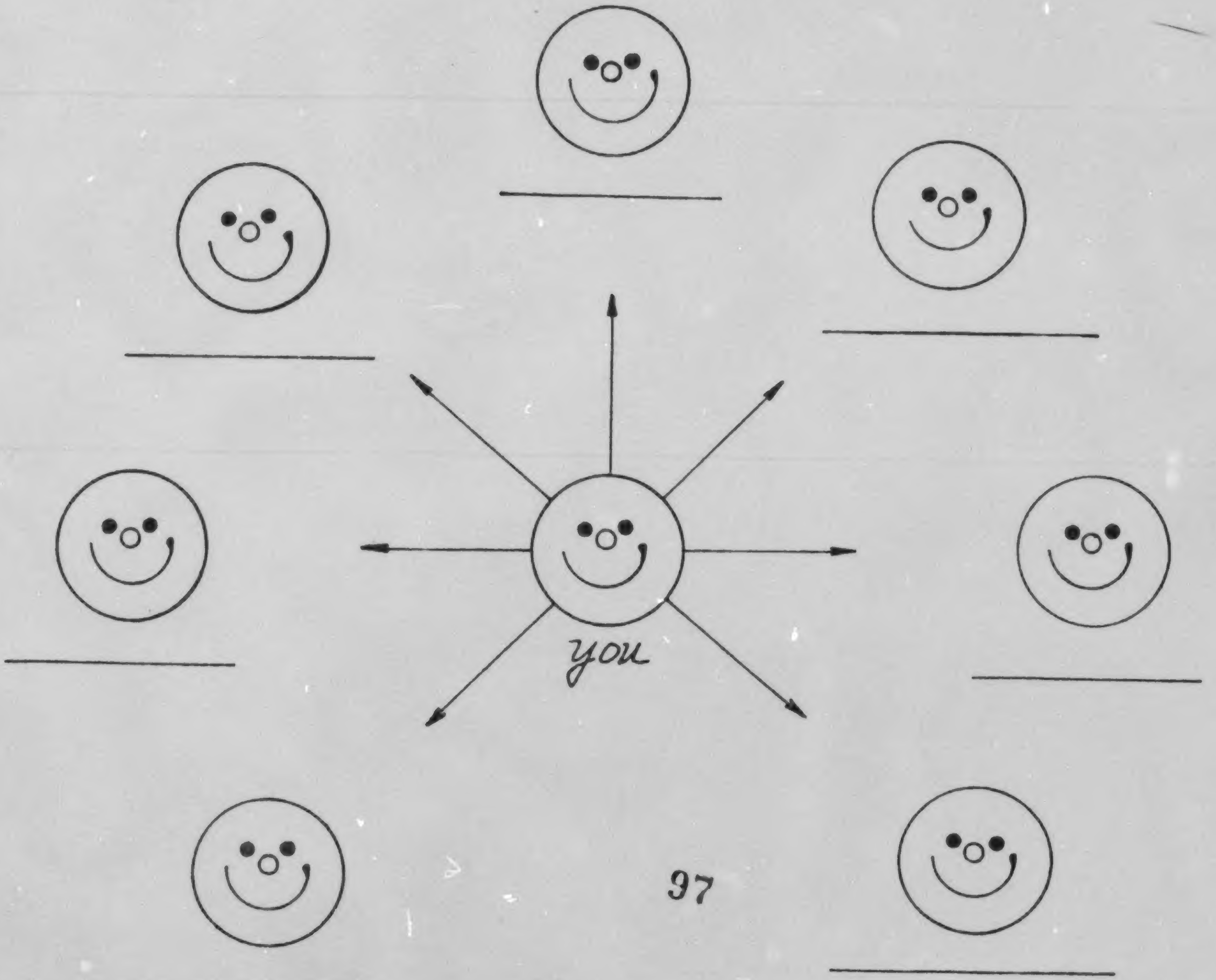
IMPORTANT PEOPLE
NHỮNG NGƯỜI QUAN TRỌNG

Directions:

Chỉ dẫn :

Think of the people who are most important in your life. Write their names and who they are (father, mother, sister, uncle, etc.) next to the faces below.

Hãy nghĩ đến những người đóng vai trò quan trọng nhất trong đời bạn. Viết tên và cho biết họ là ai (cha, mẹ, chị, chú bác v.v...) bên cạnh những khuôn mặt dưới đây.



PERSONAL COLLAGE*

ຮູບປະກົບເຂົ້າກັນແກ່ສ່ວນຕົວ

Directions: ການຊີ້ແຈງ.

You will need materials such as magazines, poster paper, scissors, and glue or paste for this activity.

ສເພາະວຽກການນີ້ ທ່ານຈະຕ້ອງການໜັງສືເຣື່ອງ ເຈັ້ຍປັ້ນ, ມີດຕັດ ແລະ ຢາງກາວ

1. Find and cut out pictures from magazines, as follows:

   ຈົ່ງຊອກຮູບຢູ່ໃນໜັງສືເຣື່ອງ ແລະ ຕັດອອກມາດັ່ງກ່າວ:

   1 or 2 pictures of how you would like to be

   ຮູບໃບໜຶ່ງ ຫຼືສອງໃບ ທີ່ທ່ານຢາກຈະເປັນ.

   1 picture of what your parents would like you to be

   ຮູບໃບໜຶ່ງ ຕາມທີ່ພໍ່ແມ່ຂອງທ່ານຢາກຈະໃຫ້ທ່ານເປັນ

   1 or 2 pictures of how you see yourself

   ຮູບໃບໜຶ່ງ ຫຼືສອງໃບ ທີ່ທ່ານເບິ່ງຕົວທ່ານເອງ.

   2 pictures of how others see you

   ຮູບສອງໃບ ຕາມທີ່ຄົນອື່ນເບິ່ງທ່ານ

   1 picture of something you did often in your home country

   ຮູບໃບໜຶ່ງ ທີ່ບາງສິ່ງບາງຢ່າງ ທີ່ທ່ານເຄີຍເຮັດມາ ຢູ່ເມືອງທ່ານ

   1 picture of what you will never be

   ຮູບໃບໜຶ່ງ ເປັນສິ່ງທີ່ທ່ານຈະເປັນໄປບໍ່ໄດ້.

   1 picture of something you hate

   ຮູບໃບໜຶ່ງ ເປັນສິ່ງທີ່ທ່ານຊັງ.

   1 picture of something you fear

   ຮູບໃບໜຶ່ງ ເປັນສິ່ງທີ່ທ່ານຢ້ານ

   1 picture of an animal you most resemble

   ຮູບໃບໜຶ່ງ ກ່ຽວກັບສັດ ຕົວທີ່ກັບຄືທ່ານ.

2. Paste these pictures on poster paper and give the collage a title.

   ຈົ່ງຕິດຮູບເຫຼົ່ານີ້ ໃສ່ເຈັ້ຍປັ້ນ ແລ້ວໃສ່ຊື່ ຄວາມໝາຍຂອງຮູບ ເອົາມາຈາກ

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*Adapted from
Safari. Robert Ciauri, Project Director, San Bernardino, Calif.: San Bernardino County Schools Office, _____.

ຮຽນມາຈາກ
SAFARI. ROBERT CIAURI, PROJECT DIRECTOR, SAN BERNARDINO, CALIF:
SAN BERNARDINO COUNTY SCHOOLS OFFICE ___.

IMPORTANT PEOPLE

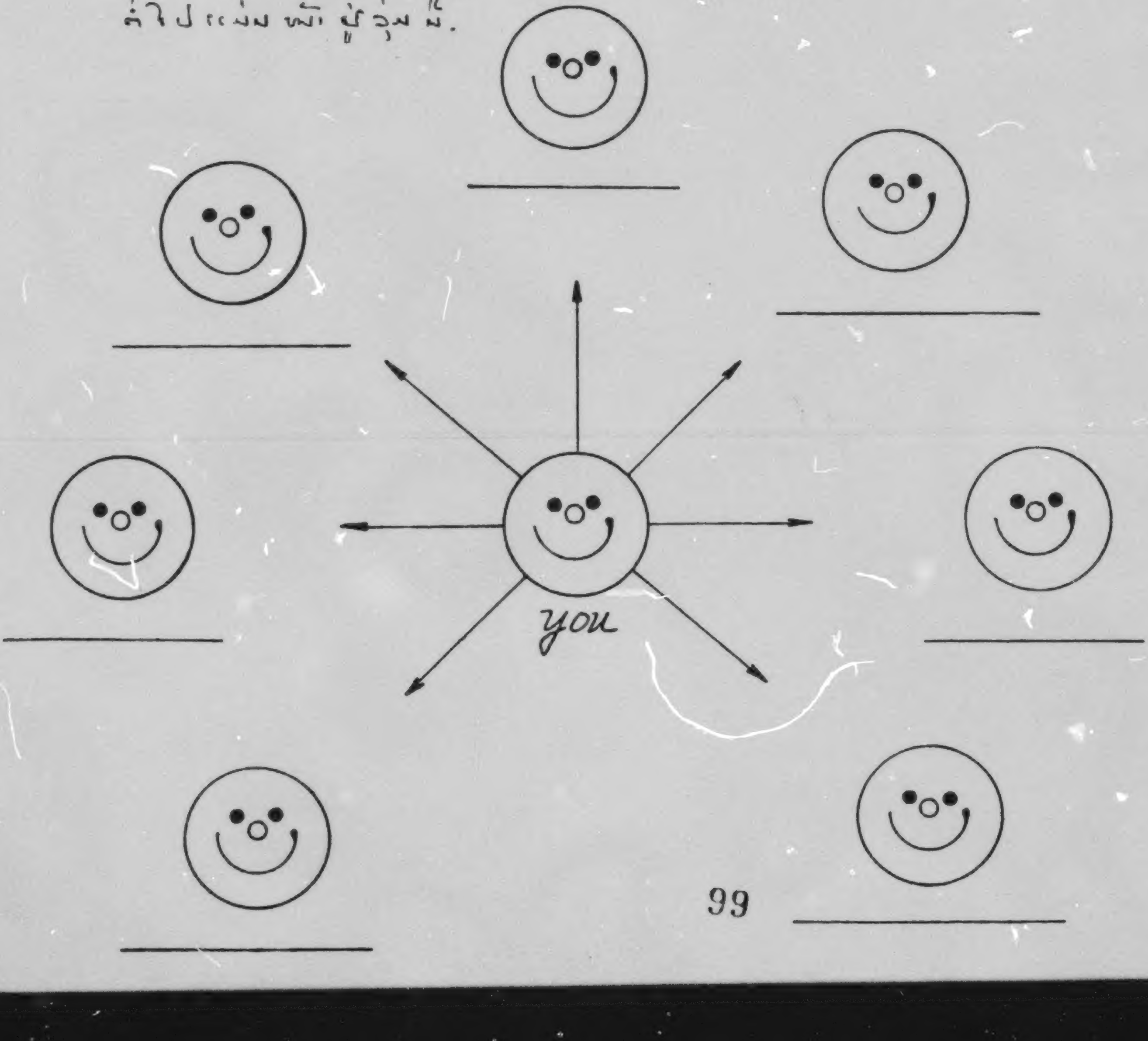
ບຸກຄົນທີ່ສຳຄັນ

Directions:

ການຊີ້ແຈງ :

Think of the people who are most important in your life. Write their names and who they are (father, mother, sister, uncle, etc.) next to the faces below.

ຈົ່ງຄິດເບິ່ງວ່າບຸກຄົນໃດສຳຄັນທີ່ສຸດໃນຊີວິດຂອງທ່ານ ຈົ່ງຂຽນຊື່ຂະເຈົ້າ ແລະເຂົາເຈົ້າແມ່ນໃຜ (ພໍ່, ແມ່, ເອື້ອຍ ນ້ອງ ລຸງ ແລະຕ່າງໆໄປ) ຕໍ່ໄປແມ່ນໜ້າຢູ່ລຸ່ມນີ້.



OBJECTIVES:

1. Students will rank 18 life values.
2. Students will rank 18 personal qualities they admire.
3. Students will describe how those values are important to their career plans.

INSTRUCTOR PREPARATION:

1. Prepare notes on your concept of values and how they affect career choice.
2. Prepare sufficient copies of Life Values Inventory (II-3-SHa) and Personal Qualities I Value (II-3-SHb).

PROCEDURE:

Mini-lecture on values; discussion of words on values inventory; completion of values inventories.

MATERIALS:

1. Life Values Inventory (II-3-SHa)
2. Personal Qualities I Value (II-3-SHb)

GUIDELINES:	NOTES:
In-Class Activities	
1. Review the term 'values', and discuss how they relate to the career choice.	Make the point that it is all right for people to have different values, that values differ according to cultures.
2. Hand out Life Values Inventory (II-2-SHa). Go over the values listed, and discuss what each one means.	Indochinese students are very test conscious. Explain that this is not a test; there are no right or wrong answers and that

GUIDELINES (Cont.):

3. Have students complete the Life Values Inventory. Share your own values with the class. Ask for volunteers to share theirs.

4. Ask students to complete Personal Qualities I Admire (II-3-SHb). If time permits, ask for volunteers to share their results.

Outside Activities

1. Have students finish their values activities if they haven't completed them in class.

2. Ask the students to discuss the concept of values and personal values with their families or persons with whom they live.

3. Have them go over their Life Values Inventory and Personal Qualities I Admire with their families or other important people.

NOTES:

we all have different values.

Indochinese students may be reluctant to share their values with others; ask only for volunteers

REFERENCES AND SUPPLEMENTARY MATERIALS:

UNIT II/LESSON 3
II-3-SHa
CAMBODIAN

LIFE VALUES INVENTORY
បញ្ជីការសិក្សា នៃ តម្លៃជីវិត

Directions:

សេចក្តីណែនាំ :

Below is a list of 18 values arranged in alphabetical order. Your task is to rank them in the left hand column in the order of their importance to you as guiding principles in your life. Write "1" beside the most important value, "2" beside the second most important value, etc.

ខាងក្រោមនេះ គឺ ការរាយនាម បញ្ជីតម្លៃនៃជីវិត ១៨ យ៉ាងដែលគេរៀបតាមលំដាប់អក្សរ ។ ការកិច្ចរបស់អ្នកគឺត្រូវដាក់លេខ នៅខាងឆ្វេង តម្លៃនៃជីវិតណាដែលសំខាន់ជាងគេ ដើម្បីជាមាគ៌ាក្នុងជីវិតរបស់អ្នក ។ ចូរសរសេរលេខ "១" នៅខាងមុខតម្លៃនៃជីវិតដែលសំខាន់ជាងគេបំផុត ។ ចូរសរសេរលេខ "២" នៅខាងមុខតម្លៃនៃជីវិតដែលសំខាន់បន្ទាប់បន្សំ ។ល។

A COMFORTABLE LIFE
a prosperous life
ជីវិតដែលមានសេចក្តីសុខស្រួល សេចក្តីសុខ
ជីវិតដែលចម្រើន

AN EXCITING LIFE
a stimulating, active life
ជីវិតដែលមានការភ្ញាក់ផ្អើល
ជីវិតសកម្ម

A SENSE OF ACCOMPLISHMENT
lasting contribution
សេចក្តីសម្រេច
វិភាគទានជាប់ជានិច្ច

A WORLD AT PEACE
free of war and conflict
ពិភពសន្តិភាព
គ្មានសង្គ្រាម និង ការប៉ះទង្គិច

A WORLD OF BEAUTY
beauty of nature and the arts
ពិភពលោកនៃសោភ័ណភាព
សោភ័ណភាពនៃធម្មជាតិ និង សិល្បៈ

EQUALITY brotherhood,
equal opportunity for all
សមភាព
មានភាពស្មើគ្នាក្នុងកិច្ចការ

FAMILY SECURITY
taking care of loved ones
សន្តិសុខគ្រួសារ
ថែរក្សាអ្នកដែលស្រឡាញ់

FREEDOM
independence, free choice
សេរីភាព
ឯករាជ្យ, ការជ្រើសរើសដោយសេរី

HAPPINESS
contentedness
សុខមង្គល
សេចក្តីសុខសាន្ត

INNER HARMONY
freedom from inner conflict
ការចុះសម្រុងខាងផ្លូវចិត្ត
គ្មានការប៉ះទង្គិច

LIFE VALUES INVENTORY (Cont.)
បញ្ជីសារពើភ័ណ្ឌនៃតម្លៃជីវិត (ត)

MATURE LOVE sexual and spiritual intimacy សេចក្ដីស្នេហាពេញបរិបូណ៌ ភេទ និង ផ្លូវចិត្តដ៏ជិតស្និទ្ធជាមួយគ្នា	SELF-RESPECT self-esteem ចេះគោរពខ្លួនឯង ឲ្យតម្លៃខ្លួនឯង
NATIONAL SECURITY protection from attack សន្តិសុខជាតិ ការពារខ្លួនពីការវាយប្រហារ	SOCIAL RECOGNITION respect, admiration ការទទួលស្គាល់សង្គម សេចក្ដីគោរព, សេចក្ដីកោតសរសើរ
PLEASURE an enjoyable, leisurely life សេចក្ដីកំសាន្ត សេចក្ដីរីករាយ, ការសំរាកក្នុងជីវិត	TRUE FRIENDSHIP close companionship មិត្តភាពដ៏ស្មោះត្រង់ គូកនដ៏ជិតស្និទ្ធ
SALVATION saved, eternal life ការសង្គ្រោះ ជួយសង្គ្រោះ, ជីវិតគ្មានទីបញ្ចប់	WISDOM a mature understanding of life គតិបណ្ឌិត មានការយល់ច្បាស់ក្នុងជីវិត

PERSONAL QUALITIES I VALUE

តម្លៃគុណសម្បត្តិផ្ទាល់ខ្លួន

Directions:

សេចក្តីណែនាំ :

Below is a list of 18 personal qualities you value in yourself or in others. Arrange them in order of importance to you.

នៅក្រោមនេះ: មានបញ្ជីរាយនាមគុណសម្បត្តិផ្ទាល់ខ្លួន ១៨ យ៉ាងដែលលោកអ្នកឲ្យតម្លៃ ហើយគោរព ខ្លួនឯង និង អ្នកដទៃ។ ចូរដាក់លេខរៀងវាតាមលំដាប់ ជា ដើម គុណសម្បត្តិណាដែលសំខាន់ជាងគេ ហើយគុណសម្បត្តិណាដែលនៅក្រោមគេ ចូរដាក់លេខរៀងវាតាមលំដាប់លំដោយផង។

AMBITIOUS
hard-working, aspiring
មហិច្ឆតា
ធ្វើការច្រើន, ចិត្តចង់មានបុណ្យ

BROADMINDED
open-minded
គំនិតមិនចង្អៀត
គំនិតទូលាយ

CAPABLE
competent, effective
មានសមត្ថភាព
អាចធ្វើកិច្ចការ, ពូកែ

CHEERFUL
lighthearted, joyful
រីករាយ
គ្មានកង្វល់, សប្បាយ

CLEAN
neat, tidy
ស្អាតបរិសុទ្ធ
មានសណ្តាប់ធ្នាប់, រៀបរយ

COURAGEOUS
standing up for your beliefs
ក្លាហាន
ក្រោកឈរការពារជំនឿរបស់ខ្លួន

FORGIVING
willing to pardon others
ការអត់ឱន
មានចេតនាលើកទោសឲ្យអ្នកដទៃ

HELPFUL
working for the welfare of others
ការជួយសង្គ្រោះ
ធ្វើការដើម្បីសុខុមាលភាពអ្នកដទៃ

HONEST
sincere, truthful
សុចរិតទៀងត្រង់
ស្មោះត្រង់, សច្ចៈ

IMAGINATIVE
daring, creative
មានប្រឌិតញាណ
ហ៊ានក្លាហាន, ការចេះបង្កើតថ្មី

INDEPENDENT
self-reliant, self-sufficient
ឯករាជ្យ
មានសេចក្តីសង្ឃឹមលើខ្លួនឯង, គ្រប់គ្រាន់លើខ្លួនឯង

INTELLECTUAL
intelligent, reflective
បញ្ញវ័ន្ត
ឆ្លាត, សញ្ជប់សញ្ជឹង

PERSONAL QUALITIES I VALUE (Cont.)
លក្ខណសម្បត្តិផ្ទាល់ខ្លួន (ត)

LOGICAL consistent, rational សមហេតុសមផល គ្មានការផ្លាស់ប្ដូរ, ចេះគិត	POLITE courteous, well-mannered ចេះគួរសម [illegible], មានរបៀបរៀបរយ
LOVING affectionate, tender ចេះស្រឡាញ់ ស្រឡាញ់ថ្នាក់ថ្នម, ស្រទន់	RESPONSIBLE dependable, reliable ចេះទទួលខុសត្រូវ ទុកចិត្តបាន, ជឿចិត្តបាន
OBEDIENT dutiful, respectful ចេះគោរព យកចិត្តទុកដាក់នឹងការណ៍ដែលត្រូវរបស់ខ្លួន, គោរព	SELF-CONTROLLED restrained, self-disciplined ចេះសង្កត់ចិត្តខ្លួនឯង អត់ធ្មត់, មានវិន័យ

UNIT II/LESSON 3
II-3-SHa
VIETNAMESE

LIFE VALUES INVENTORY
LIỆT KÊ GIÁ TRỊ VỀ ĐỜI SỐNG

Directions:
CHỈ DẪN:

Below is a list of 18 values arranged in alphabetical order. Your task is to rank them in the left hand column in the order of their importance to you as guiding principles in your life. Write "1" beside the most important value, "2" beside the second most important value, etc.
Dưới đây là danh sách của 18 giá trị được sắp xếp theo vần a,b,c,. Việc bạn phải làm là sắp hạng chúng vào cột bên trái theo tính cách quan trọng của chúng đối với bạn. Viết số "1" vào cạnh giá trị quan trọng nhất, số "2" vào giá trị thứ nhì, v.v....

A COMFORTABLE LIFE
a prosperous life
MỘT ĐỜI SỐNG TIỆN NGHI
một đời sống giàu sang

AN EXCITING LIFE
a stimulating, active life
MỘT ĐỜI SỐNG SÔI ĐỘNG
một đời sống kích thích, đầy hoạt động.

A SENSE OF ACCOMPLISHMENT
lasting contribution
MỘT Ý NGHĨA THÀNH TỰU
sự đóng góp lâu dài

A WORLD AT PEACE
free of war and conflict
MỘT THẾ GIỚI HÒA BÌNH
không có chiến tranh và tranh chấp

A WORLD OF BEAUTY
beauty of nature and the arts
MỘT THẾ GIỚI ĐẸP ĐẼ
vẻ đẹp thiên nhiên và nghệ thuật

EQUALITY brotherhood,
equal opportunity for all
BÌNH ĐẲNG tình huynh đệ, cơ hội
đồng đều cho mọi người

FAMILY SECURITY
taking care of loved ones
SỰ ỔN CỐ CỦA GIA ĐÌNH
săn sóc những người thương

FREEDOM
independence, free choice
TỰ DO
độc lập, tự do chọn lựa

HAPPINESS
contentedness
HẠNH PHÚC
Sự hài lòng

INNER HARMONY
freedom from inner conflict
HÒA HỢP NỘI TÂM
không có tranh chấp nội tâm

MATURE LOVE
sexual and spiritual intimacy
TÌNH YÊU TRƯỞNG THÀNH
Sự gần gủi tình dục và tinh thần

NATIONAL SECURITY
protection from attack
AN NINH QUỐC GIA
che chở chống lại sự tấn công

PLEASURE
an enjoyable, leisurely life
LẠC THÚ
một đời sống vui vẻ, thú vị

SALVATION
saved, eternal life
CỨU RỖI
được cứu rỗi, đời sống miên viễn

SELF-RESPECT
self-esteem
TỰ TRỌNG
tự kính trọng mình

SOCIAL RECOGNITION
respect, admiration
SỰ NHÌN NHẬN CỦA XÃ HỘI
kính trọng, thán phục

TRUE FRIENDSHIP
close companionship
TÌNH BẠN CHÂN CHÍNH
tình bạn thân

WISDOM
a mature understanding of life
SỰ KHÔN NGOAN
một hiểu biết cặn kẽ về đời sống

PERSONAL QUALITIES I VALUE
NHỮNG PHẨM CHẤT CÁ NHÂN TÔI TỐN TRỌNG

Directions:
Chỉ dẫn:

Below is a list of 18 personal qualities you value in yourself or in others. Arrange them in order of importance to you.
Dưới đây là 18 phẩm chất cá nhân mà bạn lường giá bạn hay người khác.
Sắp xếp chúng theo thứ tự quan trọng đối với bạn.

AMBITIOUS
hard-working, aspiring
THAM VỌNG
làm việc cố gắng, có hoài vọng rõ rết

BROADMINDED
open-minded
PHÓNG KHOANG
tinh thần cởi mở

CAPABLE
competent, effective
CÓ KHẢ NĂNG
đủ sức, hữu hiệu

CHEERFUL
lighthearted, joyful
VUI VE
tươi vui

CLEAN
neat, tidy
SẠCH SẼ
Sạch sẻ, gon gáng

COURAGEOUS
standing up for your beliefs
CAN ĐẢM
sẵn sàng bảo vệ niềm tin

FORGIVING
willing to pardon others
KHOAN DUNG
sẵn sàng tha thứ người khác

HELPFUL
working for the welfare of others
GIUP DO
làm việc cho lợi ích người khác

HONEST
sincere, truthful
LƯƠNG THIỀN
thành thực, đáng tin

IMAGINATIVE
daring, creative
TƯỞNG TƯỢNG
táo bạo, sáng tạo

INDEPENDENT
self-reliant, self-sufficient
ĐỘC LẤP
tự lấp, tư túc

INTELLECTUAL
intelligent, reflective
TRÍ THỨC
thông minh, biết suy nghĩ

LOGICAL
consistent, rational
HỢP LY
liến tục, thuận lý

LOVING
affectionate, tender
YÊU THƯƠNG
Nhiều tình cảm, dịu dàng

OBEDIENT
dutiful, respectful
VẤNG LỜI
làm tròn nhiệm vụ, biết kính trọng

POLITE
courteous, well-mannered
LỄ ĐỘ
lịch sự, có tư cách

RESPONSIBLE
dependable, reliable
TRÁCH NHIỆM
trống cậy được, đáng tin

SELF-CONTROLLED
restrained, self-disciplined
TỰ KIỂM SOÁT
tự chế, kỹ luật tự giác

LIFE VALUES INVENTORY
ຄຸນຄ່າຂອງຊີວິດຕໍ່ໄປ.

Directions:
ການຊີ້ແຈງ:

Below is a list of 18 values arranged in alphabetical order. Your task is to rank them in the left hand column in the order of their importance to you as guiding principles in your life. Write "1" beside the most important value, "2" beside the second most important value, etc.

ຢູ່ທາງລຸ່ມນີ້ມີ 18 ຂໍ້ ທີ່ລຽນເປັນລະບຽບ ຕາມຕົວໜັງສື. ໜ້າທີ່ຂອງທ່ານ ກໍໄປລຽນໜັງສືເລີ່ມ ໃຫ້ຖືກຕ້ອງ ຕາມຄວາມສຳຄັນຕໍ່ຊີວິດຂອງທ່ານ. ໃຫ້ຂຽນເລກ "1" ໃສ່ໜ້າຂໍ້ຄ່າທີ່ສຳຄັນທີ່ສຸດແກ່ຊີວິດທ່ານ ແລະ "2" ໃສ່ຄ່າທີ່ສອງທີ່ມີຄວາມສຳຄັນ ແລະຕໍ່ໆໄປ.

A COMFORTABLE LIFE a prosperous life ຊີວິດທີ່ສະບາຍ ຊີວິດທີ່ຈະເລີນ.	INNER HARMONY freedom from inner conflict ຄວາມສງົບພາຍໃນ ທີ່ບໍ່ມີຄວາມຫຍຸ້ງຍາກພາຍໃນ
AN EXCITING LIFE a stimulating, active life ຊີວິດທີ່ມີຄວາມມ່ວນຊື່ນ ຊີວິດທີ່ສນຸກສະໜານ	MATURE LOVE . sexual and spiritual intimacy ຄວາມຮັກແບບຜູ້ໃຫຍ່ ມີການຮ່ວມເພດ ແລະໃກ້ຊິດ
A SENSE OF ACCOMPLISHMENT lasting contribution ຮູ້ສຶກມີຄວາມສຳເລັດ ການຊ່ວຍເຫຼືອ ນັ້ນ ບໍ່ສິ້ນສຸດ	NATIONAL SECURITY protection from attack ການໝັ້ນຄົງຂອງປະເທດ ຕໍ່ຕ້ານແລະໂຈມຕີຂອງພາຍນອກ
A WORLD AT PEACE free of war and conflict ໂລກທີ່ສງົບ ບໍ່ມີເສິກແລະຕໍ່ສູ້ກັນ	PLEASURE an enjoyable, leisurely life ມ່ວນຊື່ນ ສິ່ງທີ່ເຮັດໃຫ້ມ່ວນຊື່ນ, ຊີວິດທີ່ສນຸກ
A WORLD OF BEAUTY beauty of nature and the arts ໂລກທີ່ສວຍງາມ ຄວາມສວຍງາມຂອງທັມະຊາດ ແລະສິລປະ	SALVATION saved, eternal life ການຊ່ວຍເຫຼືອ ຊ່ວຍເຫຼືອຕລອດຊີວິດ
EQUALITY brotherhood, equal opportunity for all ການບໍ່ຖືໜ້າ , ພີ່ນ້ອງກັນ ທຸກຄົນມີໂອກາດເທົ່າກັນ	SELF-RESPECT self-esteem ຄວາມນັບຖືໃນຕົວ ຮັກໃນຕົວ
FAMILY SECURITY taking care of loved ones ການໝັ້ນຄົງຂອງຄອບຄົວ ເບິ່ງແຍງຄົນທີ່ຮັກແພງ	SOCIAL RECOGNITION respect, admiration ມີຖານະໃນສະມາຄົມ ມີຄວາມນັບຖື, ຄວາມເຫັນດີ
FREEDOM independence, free choice ອິສລະ ການຊ່ວຍເຫຼືອຕົນເອງ. ການເລືອກຕາມໃຈ	TRUE FRIENDSHIP close companionship ມິດພາບທີ່ແທ້ຈິງ ໝູ່ທີ່ໃກ້ຊິດ
HAPPINESS contentedness ຄວາມສຸກ ຄວາມພໍໃຈ	WISDOM a mature understanding of life ຄວາມຮູ້, ຄວາມສລາດ ຄວາມເຂົ້າໃຈໃນຊີວິດຂອງຜູ້ໃຫຍ່.

UNIT II/LESSON 3
II-3-SHb
LAOTIAN

PERSONAL QUALITIES I VALUE
ຄຸນນະພາບໃນຕົວທີ່ຂ້າພະເຈົ້ານັບຖື

Directions:
ການຊີ້ແຈງ

Below is a list of 18 personal qualities you value in yourself or in others. Arrange them in order of importance to you.
ບັນຫາລຸ່ມນີ້ມີ 18 ຢ່າງກ່ຽວກັບຄຸນນະພາບໃນຕົວທີ່ຂ້າພະເຈົ້ານັບຖືໃນຕົວເອງຂອງຂ້າພະເຈົ້າຫຼືວ່າ
ທີ່ຄົນອື່ນ. ຈັດແຈງໃຫ້ລຽງກັນ ທີ່ເປັນຄວາມສໍາຄັນຂອງທ່ານ

AMBITIOUS hard-working, aspiring ຄວາມມັກໃຫຍ່ ໃຝ່ສູງ ໝັ່ນເຮັດວຽກ, ໝັ້ນນັບຖື	IMAGINATIVE daring, creative ທີ່ຊອບຄິດເອົາເອງ ກ້າຫານ, ຄິດຂຶ້ນ
BROADMINDED open-minded ຄວາມຄິດກວ້າງຂວາງ ຄວາມຄິດເປີດເຜີຍ	INDEPENDENT self-reliant, self-sufficient ອິສະລະພາບ ຊ່ວຍເຫຼືອຕົນເອງ, ພໍດ້ວຍຕົນເອງ
CAPABLE competent, effective ຄວາມສາມາດ ທີ່ສາມາດ, ມີຜົນປະໂຍດ	INTELLECTUAL intelligent, reflective ຜູ້ມີສະຕິປັນຍາ ຄວາມສລາດ
CHEERFUL lighthearted, joyful ສົດຊື່ນ ຊຸ່ມໃຈ, ເບີກບານ	LOGICAL consistent, rational ຖືກຫລັກການ ສະເໝີ ສະເໝີ, ຄິດຕາມນັ້ນ
CLEAN neat, tidy ສະອາດ ຈຽບລ້ອຍ, ມີລະບຽບ	LOVING affectionate, tender ຮັກໃຄ່ ຄວາມຮັກ, ອ່ອນຫວານ
COURAGEOUS standing up for your beliefs ກ້າຫານ ຕໍ່ສູ້ເພື່ອຄວາມຄິດຂອງທ່ານ	OBEDIENT dutiful, respectful ຟັງຄວາມ ເຊື່ອໃຈໃສ່ໜ້າທີ່, ໜ້ານັບຖື
FORGIVING willing to pardon others ການຍົກໂທດ ມີໃຈໃຫ້ອະພັຍແກ່ຄົນອື່ນ	POLITE courteous, well-mannered ກົມ ຄວາມເຄົາລົບ, ກິລິຍາດີ
HELPFUL working for the welfare of others ການຊ່ວຍເຫຼືອ ຊ່ອຍວຽກຫາບຸນບາກຂອງຄົນອື່ນ	RESPONSIBLE dependable, reliable ມີຄວາມຮັບຜິດຊອບ ເຊື່ອຖືໄດ້, ໄວ້ໃຈໄດ້
HONEST sincere, truthful ຄວາມຢຸຕິທັມ ຄວາມສັດຊື່, ຮັດຊື່ຕໍ່	SELF-CONTROLLED restrained, self-disciplined ກົດໃຈໄດ້ ຄຸມຕົວໄດ້, ຕັ້ງໃຈໄດ້.

OBJECTIVES:

1. Students will describe how lifestyle wants and needs relate to careers.
2. Students will identify many of their own needs and desires related to lifestyle.

INSTRUCTOR PREPARATION:

1. Prepare a mini-lecture on lifestyles and how they relate to occupational choice.
2. Prepare sufficient copies of Case Study: Chan N. (II-4-SHa) and Lifestyle Inventory (II-4-SHb).

PROCEDURE:

Mini-lecture followed by completion of inventory and discussion.

MATERIALS:

1. Case Study: Chan N. (II-4-SHa)
2. Lifestyle Inventory (II-4-SHb)

GUIDELINES:	**NOTES:**
In-Class Activities	
1. Explain how lifestyle relates to career choice and opportunities. Explain how personal values and desired lifestyle may come into conflict. Share your own experiences.	Point out that lifestyles vary among cultures. Encourage students to share opinions and experiences from Indochina.
2. Hand out Case Study: Chan N. (II-4-SHa) as an example. Discuss case as entire class or in small groups.	
3. Hand out Lifestyle Inventory (II-4-SHb). Explain that	Note that lifestyle is made up of where one

GUIDELINES (Cont.):

NOTES:

In-Class Activities

each individual has his or her own desired lifestyle. Have students complete the activity, and ask volunteers to share the results.

lives, how one gets from place to place, one's leisure activities, etc.

Outside Activity

Have students write a paragraph about what they would like their life to be like 5-10 years from now. Suggested topics include:

- My Ideal Day
- My Home
- My Free/Leisure Time
- My Time With Others
- My Work

Indochinese students may not have had experience in writing long-range plans. Encourage them to try, and reinforce their efforts.

Optional Activity

1. Have students prepare a lifestyle collage or drawing. On the left half of their paper, have the students draw or use magazine cutouts to illustrate their desired lifestyles in the United States (taken from their Lifestyle Inventories). On the right half, have the students illustrate their desired lifestyle in their home country.

2. Have the students write a list or a one-page paper on how their desired lifestyles would be similar between the United States and their home country and how they would be different.

REFERENCES AND SUPPLEMENTARY MATERIALS:

UNIT II/LESSON 4
II-4-SHa
CAMBODIAN

CASE STUDY: CHAN N.
ពិនិត្យសំណុំរឿង: ចាន់

Chan N., a young man from Cambodia, is a farmer. He has to support his wife, three children, and his mother. Right now he only has farming skills. He must choose between living in the city with his family and perhaps living on welfare or becoming a migrant farm worker. It is obvious that Chan will have to make a choice. Chan does not want to accept welfare but he also does not want his family to move from place to place.

ចាន់ជាកម្លោះម្នាក់ដែលមកពីប្រទេសកម្ពុជា ហើយ
ជាកសិករ ចាន់មានប្រពន្ធ កូនបីនាក់ និងម្តាយ
ដែលនៅក្នុងបន្ទុក ។ ពេលនេះ ចាន់មានការ
ចេះប្រសប់តែខាងការកសិកម្មទេ ។ គាត់ត្រូវ
ជ្រើសរើសថា តើគេត្រូវរស់នៅក្នុងទីក្រុង,
ជាមួយគ្រួសាររបស់គេ ហើយរស់ដោយសារប្រាក់
ជំនួយពីរដ្ឋការ ឬត្រូវ [illegible] ឬក្លាយ
ខ្លួន [illegible] ធ្វើជាអ្នក [illegible] ការទៅវិញ ។ ជា
ការច្បាស់លាស់ដែលចាន់ត្រូវតែជ្រើសរើស
យកផ្លូវណាមួយ ចាន់មិនចង់ទទួលប្រាក់ជំនួយ
ពីរដ្ឋការទេ ក៏ប៉ុន្តែគេក៏មិនចង់ឲ្យ
គ្រួសាររបស់គេ ផ្លាស់ពីមួយកន្លែងទៅ
មួយកន្លែងទៀតទេ ។

What are Chan's values? What lifestyle does he prefer? What do you think he should do?

តើលោកអ្នក [illegible] ការវាយតម្លៃទៅ
លើចាន់យ៉ាងដូចម្តេច? តើចាន់ចូលចិត្ត
ជីវភាពរស់នៅបែបណា? តើលោកអ្នកគិត
ថាចាន់គួរធ្វើដូចម្តេច?

As you look at your values and imagined lifestyle, do you see any conflicts like Chan's? How could you resolve them?

បើលោកអ្នកគិតពីរឿងមើលអនាគតរបស់
ហើយគិតដល់ជីវភាពនៃការរស់នៅខ្លួន
ឯង តើលោកអ្នកឃើញមានការប៉ះទង្គិច
ដូចរឿងចាន់ទេ? តើលោកអ្នកគិតដោះ
ស្រាយបែបណាទៅវិញ?

UNIT II/LESSON 4
II-4-SHb
CAMBODIAN

NAME ____________________
ឈ្មោះ:
DATE ____________________
ថ្ងៃទី-ខែ-ឆ្នាំ

LIFESTYLE INVENTORY*
បញ្ជីសារពើភ័ណ្ឌស្ដីអំពីរបៀបរស់នៅ

INSTRUCTIONS: In each of the following categories, check the things you like best.
សេចក្ដីណែនាំ: ចូររើសយកនូវរបស់ណាមួយដែលលោកអ្នកចូលចិត្តជាងគេ ចូររើស យកពីក្នុងផ្នែកនីមួយៗដែលមាននៅខាងក្រោមនេះ ។

A. Where would you like to live?
ក. តើលោកអ្នកចង់រស់នៅឯណា?

____ California
កាលីហ្វូនៀ

____ Wyoming
វ៉ៃយូមីង

____ Alaska
អាឡាស្កា

____ Hawaii
ហាវ៉ៃ

____ New York
ញូវយ៉ក

____ Florida
ហ្វ្លរីដា

____ Utah
យូថាហ៍

____ Arizona
អារីហ្សូណា

____ Mexico
ម៉ិកស៊ិក

____ Australia
ប្រទេសអូស្ត្រាលី

____ Canada
ប្រទេសកាណាដា

____ England
ប្រទេសអង់គ្លេស

____ France
ប្រទេសបារាំង

____ Virginia
វឺជីនៀ

____ Washington, D.C.
ក្រុងវ៉ាស៊ីនតោន, ឌីស៊ី

LIFESTYLE INVENTORY (Cont.)
បញ្ជីសារពើភ័ណ្ឌស្ដីពីរបៀបរស់នៅ

A. (Continued)
ក. (ត)

____ Texas
តិចសាស់

____ Hong Kong
ហុងកុង

____ Illinois
អិលីណយ

____ My home country
ស្រុកកំណើតរបស់ខ្ញុំ

____ Other
ស្រុកផ្សេងៗទៀត

B. In which size, city or town would you like to live?
ខ. តើលោកអ្នកចង់រស់នៅក្នុងក្រុងធំ ឬក្រុងតូច?

____ Large city (New York City)
ក្រុងធំ (ក្រុងញូវយ៉ក)

____ Large town
ភូមិធំ

____ Medium city (Salt Lake City)
ក្រុងកណ្ដាល (ក្រុងសល់លេកស៊ីធី)

____ Small town
ភូមិតូច

____ Small farm or ranch
ស្រុកស្រែចំការ ឬកន្លែងចិញ្ចឹមសត្វ

LIFESTYLE INVENTORY (Cont.)
បញ្ជីសារពើភណ្ឌស្ដីពីរបៀបរស់នៅ(ត)

C. In which type of house would you like to live?
គ. តើលោកអ្នកចង់រស់នៅផ្ទះរបៀបណា ?

___ Ranch or Farm-style House
ផ្ទះនៅតាមស្រុកស្រែចំការ

___ Large Split-level House
ផ្ទះធំមានជាន់ទាបខ្ពស់

___ Apartment
ផ្ទះល្វែងមានបន្ទប់

___ Medium-Size Tract Home
ផ្ទះមានទំហំល្មម

___ Mobile Home
ផ្ទះឡាន

__________________ Other (write in)
ផ្សេងទៀត (សូមសរសេរ
ចូលរបៀបផ្ទះ)

___ Condominium
ផ្ទះល្វែងមានជាន់ខ្ពស់

D. Which is your preferred type of transportation?
ឃ. តើលោកអ្នកចង់ធ្វើដំណើរតាមយានជំនិះរបៀបណា ?

___ Motorcycle
ម៉ូតូ

___ Economy Car
រថយន្តតូចចង្អៀត

___ Four-wheel drive
រថយន្តទាញកង់ទាំងបួន

___ Pickup Truck
រថយន្តដឹកទំនិញតូច

___ Sports Car
រថយន្តកីឡា (ស្ព័រ)

___ Luxury Car
រថយន្តប្រណីត (ថ្លៃ)

LIFESTYLE INVENTORY (Cont.)
បញ្ជីរសារពើភណ្ឌនៃរបៀបរស់នៅ(ត)

E. If you had your choice of leisure time activity, what would you do?
ង. បើលោកអ្នកមានឱកាសជ្រើសរើសសកម្មភាពពេលលំហែកាយ តើចូលចិត្តសកម្មភាពបែបណា?

____ Watch favorite TV show
មើលទូរទស្សន៍រឿងដែលចូលចិត្ត

____ Be a spectator at a sports event
មើលការប្រកួតកីឡា

____ Go to a movie
ទៅមើលភាពយន្ត

____ Go to a ballet, play, or concert
ទៅមើលរបាំក្បាច់, ល្ខោន ឬ ការប្រគុំតន្ត្រី

____ Participate in favorite sport
លេងកីឡាដែលចូលចិត្ត

____ Go dancing
ទៅរាំ

____ Visit with friends
ទៅលេងផ្ទះមិត្តភក្តិ

________________ Other (Write in)
ផ្សេងទៀត (ចូរសរសេរភ្ជាប់)

F. Which of these sports do you enjoy doing most?
ច កីឡាទាំងប៉ុន្មានខាងក្រោមនេះ: តើលោកអ្នកចូលចិត្តកីឡាណាជាងគេ?

____ Horseback Riding
ជិះសេះ

____ Tennis
វាយកូនបាល់(តឺនីស)

____ Swimming
ហែលទឹក

____ Skiing
ជិះស្គី(លើទឹកកក)

____ Golf
វាយកូលហ្វ

____ Skating
ជិះស្បែកជើងរំកិល (ប៉ាតាំង)

LIFESTYLE INVENTORY (Cont.)
បញ្ជីសារពើភ័ណ្ឌស្តីពីរបៀបរស់នៅ(ត)

F. (Continued)
ច. (ត)

____ Back-Packing
ដើរលេងស្ពាយឥវ៉ាន់ដាក់ក្រោយខ្នង

____ Camping
កំសាន្ត

____ Jogging
រត់ព្រឹក

____ Scuba Diving
កីឡាមុជទឹក [illegible]

____ Water Skiing
ដើរលើទឹក

____ Bicyling
ជិះទោចក្រយាន

____ Bowling
លេងប៊ូល

____ Motorcyling
ជិះម៉ូតូ

____ Archery
កីឡាបាញ់ធ្នូ

____ Soccer
ទាត់បាល់

____ Fishing
ស្ទូចត្រី

____ Other (Write in)
ផ្សេង-ផ្សេង (សូមសរសេរ ចូល)

G. Most of your social life will be involved with:
ឆ. ជីវិតសង្គមរបស់លោកអ្នកភាគច្រើននឹងជាប់ទាក់ទងជាមួយនរណាខ្លះ?

____ Church groups
ក្រុមព្រះវិហារ

____ Neighborhood associations
សមាគមអ្នកជិតខាង

____ Selected friends
មិត្តភក្តិជ្រើសរើស

____ Fellow club members
មិត្តសមាគម (ក្លឹប)

LIFESTYLE INVENTORY (Cont.)
បញ្ជីសារពើភ័ណ្ឌស្តីពីរបៀបរស់នៅ (ត)

G. (Continued)
ឆ (ត)

___ Family
គ្រួសារ

___ Americans
ជនជាតិអាមេរិកាំង

___ People from work
អ្នកធ្វើជាមួយគ្នាពីធ្វើការ

___ People from my home country
អ្នកដែលមកពីស្រុកកំណើតរបស់ខ្ញុំ

___ No specific group of persons
មិនចំពោះក្រុមបុគ្គល ឬក្រុមណាមួយទេ

H. What would be the ideal eating situation for your family?
ជ. តើរបៀបបរិភោគម្ហូបអាហារក្នុងគ្រួសាររបស់លោកអ្នកយ៉ាងណាទើបល្អ?

___ Family eats while watching TV.
គ្រួសារបរិភោគម្ហូបអាហារបណ្តើរ មើលទូរទស្សន៍បណ្តើរ

___ Family eats out at drive-ins.
គ្រួសារបរិភោគអាហារនៅក្នុងឡានយន្ត

___ Family eats at restaurants.
គ្រួសារបរិភោគម្ហូបអាហារនៅភោជនាគារ

LIFESTYLE INVENTORY (Cont.)
បញ្ជីការរស់នៅក្នុងជីវិតប្រចាំថ្ងៃ(ត)

H. (Continued)
ជ. (ត)

___ Entire family eats at a specific time in the dining room or kitchen.
សមាជិកគ្រួសារទាំងអស់គ្នាហូបបាយពេលកំណត់ក្នុងបន្ទប់បាយ ឬ
នៅក្នុងផ្ទះបាយ

I. Which type of foods would you most enjoy?
ឈ. តើលោកអ្នកចូលចិត្តម្ហូបអាហារណាខ្លះជាងគេ?

___ Steak or Roast Beef
សាច់គោអាំងឬចៀន

___ Hamburgers
ហាំប៊ឺហ្គឺរ

___ Tacos
តាកូ

___ Fish
ត្រី

___ Noodles
មី, គុយទាវ

___ Eggs
ពងមាន់

___ French Fries
ដំឡូងបារាំងចៀន

___ Vegetables
បន្លែស្រស់

___ Potato Salad
សាឡាត់ដំឡូងបារាំង

___ Roast Pork
សាច់ជ្រូកចៀន

___ Tossed Salad
សាឡាត់

___ Soda
សូដា

___ Fruit
ផ្លែឈើ

___ Hot Chocolate
សូកូឡាក្តៅ

___ Fried Rice
បាយឆា

LIFESTYLE INVENTORY (Cont.)
បញ្ជីសារពើភ័ណ្ឌស្ដីពីរបៀបរស់នៅ(ត)

I. (Continued)
ល. (ត)

____ TV Dinner
ម្ហូបកំប៉ុង(ធ្វើស្រាប់)

____ Potato Chips
ដំឡូងបារាំងចៀនស្រួយ(ចំណិតៗ)

____ Milk
ទឹកដោះគោ

____ Other (Write in)
ផ្សេងទៀត(សូមសរសេរឈ្មោះចូល)

*Adapted from Career Decision-Making - A Process Guide. Carol Leeman, Project Director. Antioch Unified School District.

CASE STUDY: CHAN N.
TRƯỜNG HỢP ĐIỂN HÌNH: N.CHAN

Chan N., a young man from Cambodia, is a farmer. He has to support his wife, three children, and his mother. Right now he only has farming skills. He must choose between living in the city with his family and perhaps living on welfare or becoming a migrant farm worker. It is obvious that Chan will have to make a choice. Chan does not want to accept welfare but he also does not want his family to move from place to place.

N.Chan, một thanh niên Cao-miên, là một nông dân. Anh ta phải nuôi vọ, ba con và bà mẹ. Ngay lúc này anh ta chỉ có khả năng chuyên môn về nghề nông. Anh ta phải chọn lựa giữa việc sống ở thành phố và có thể phải nhờ vào tiền trợ cấp xã-hội hay trở nên một nhân công nông trại. Chắc chắn là Chan sẽ phải có một lựa chọn. Chan không muốn nhận trợ cấp xã-hội nhưng anh ta cũng không muôn gia đình phải di chuyển từ chỗ này sang chỗ khác.

What are Chan's values? What lifestyle does he prefer? What do you think he should do?

Những giá trị của Chan là gì ? Anh ta thích cách sống nào hơn ? Bạn nghĩ anh ta phải làm gì ?

As you look at your values and imagined lifestyle, do you see any conflicts like Chan's? How could you resolve them?

Khi nhìn lại các giá trị và cách sống trong ý tưởng của ban, bạn thấy có sự mâu thuẫn nào như sự mâu thuẫn của Chan không ? Bạn giải quyết cách nào?

UNIT II/LESSON 4
II-4-SH b
VIETNAMESE

NAME
TÊN ____________________
DATE
NGÀY ____________________

LIFESTYLE INVENTORY*
LIỆT KÊ VỀ CÁCH THỨC SỐNG*

INSTRUCTIONS: In each of the following categories, check the things you like best.
CHỈ DẪN : Trong mỗi loại sau đây, đánh dấu vào điều bạn thích nhất.

A. Where would you like to live?
Bạn muốn sống ở đâu ?

____ California
____ Wyoming
____ Alaska
____ Hawaii
____ New York
____ Texas
____ My home country

____ Florida
____ Utah
____ Arizona
____ Mexico
____ Australia
____ Hong Kong

____ Canada
____ England
____ France
____ Virginia
____ Washington, D.C.
____ Illinois
____ Other

B. In which size, city or town would you like to live?
Bạn muốn sống trong thành phố hoặc đô thị cỡ nào ?

____ Large city (New York City)
Đô thị lớn (Nuu-Uoc)

____ Medium city (Salt Lake City)
Đô thị cỡ trung (Salt Lake)

____ Large town
Thành phố lớn

____ Small town
Thành phố nhỏ

____ Small farm or ranch
Nông trại hay trang trại nhỏ

LIFESTYLE INVENTORY (Cont.)
LIỆT KÊ VỀ CÁCH THỨC SỐNG (tiếp theo)

C. In which type of house would you like to live?
Bạn muốn sống trong loại nhà nào ?

___ Ranch or Farm-style House
Nhà theo kiểu trang trại hay nông trại

___ Apartment
Chung cư

___ Mobile Home
Nhà di động

___ Condominium
Nhà riêng trong khu chung cư

___ Large Split-level House
Nhà rộng ngăn tầng

___ Medium-Size Tract Home
Nhà riêng cỡ trung

_______________ Other (write in)
Loại khác (điền vào)

D. Which is your preferred type of transportation?
Bạn thích loại phương tiện di chuyển nào ?

___ Motorcycle
Xe gắn máy

___ Pickup Truck
Xe trống hậu

___ Economy Car
Xe hơi ít tốn xăng

___ Sports Car
Xe thể thao

___ Four-wheel drive
Xe lái bốn bánh

___ Luxury Car
Xe đắt tiền

E. If you had your choice of leisure time activity, what would you do?
Nếu được chọn thú giải trí, bạn muốn làm gì ?

___ Watch favorite TV show
Xem chương trình Truyền Hình mà bạn thích

___ Go to a movie
Đi xem chiếu bóng

___ Participate in favorite sport
Tham dự trong một trò chơi thể thao ưa thích

___ Visit with friends
Đi thăm bạn bè

___ Be a spectator at a sports event
Đi xem thể thao

___ Go to a ballet, play, or concert
Đi xem vũ, kịch hay hòa nhạc

___ Go dancing
Đi khiêu vũ

_______________ Other (Write in)
Loại khác (điền vào)

LIFESTYLE INVENTORY (Cont.)
LIỆT KÊ VỀ CÁCH THỨC SỐNG (tiếp theo)

F. Which of these sports do you enjoy doing most?
Trong các loại thể thao nầy, bạn thích chơi loại nào nhất ?

____ Horseback Riding
Cởi ngựa

____ Skiing
Trượt tuyết

____ Back-Packing
Mang nặng

____ Camping
Cắm trại

____ Jogging
Chạy bộ

____ Scuba Diving
Lặn

____ Tennis
Quần vợt

____ Golf
Đánh gôn

____ Water Skiing
Trượt nước

____ Bicyling
Đi xe đạp

____ Bowling
Chơi bowl

____ Motorcyling
Đi xe gắn máy

____ Swimming
Bơi lội

____ Skating
Đi giầy hay tấm trượt

____ Archery
Bắn cung

____ Soccer
Bóng tròn

____ Fishing
Câu cá

____ Other (Write in)
Loại khác (điền vào)

G. Most of your social life will be involved with:
Phần lớn đời sống xã-hội của bạn liên quan đến :

____ Church groups
Các nhóm nhà thờ

____ Neighborhood associations
Các hội đoàn trong khu láng giềng

____ Family
Gia đình

____ People from work
Những người cùng làm việc

____ Selected friends
Những bạn bè chọn lọc

____ Fellow club members
Các hội viên khác trong hội

____ Americans
Những người Hoa-Kỳ

____ People from my home country
Những người đồng hương

____ No specific group of persons
Không có nhóm người nào rõ rệt

LIFESTYLE INVENTORY (Cont.)

LIỆT KÊ VỀ CÁCH THỨC SỐNG (tiếp theo)

H. What would be the ideal eating situation for your family?
Cách thức ăn uống lý tưởng cho gia đình bạn là cách thức nào ?

____ Family eats while watching TV.
Gia đình vừa ăn vừa xem truyền hình.

____ Family eats out at drive-ins.
Gia đình đi ăn ở một tiệm ăn có thể lái xe vào mua.

____ Family eats at restaurants.
Gia đình đi ăn ở nhà hàng.

____ Entire family eats at a specific time in the dining room or kitchen.
Cả gia đình ăn vào một giờ nhất định ở phòng ăn hay nhà bếp.

I. Which type of foods would you most enjoy?
Loại thức ăn nào bạn thích nhất ?

____ Steak or Roast Beef
Bít-tết hay thịt bò nướng

____ Hamburgers
Hăm-bơ-gơ

____ Tacos
Ta-co

____ Fish
Cá

____ Noodles
Bún

____ TV Dinner
Thức ăn làm bán sẵn chỉ cần hâm nóng

____ Eggs
Trứng

____ French Fries
Khoai tây chiên

____ Vegetables
Rau cải

____ Potato Salad
Khoai tây

____ Roast Pork
Thịt heo nướng

____ Potato Chips
Khoai tây mỏng chiên dòn

____ Tossed Salad
Rau trộn

____ Soda
Nước ngọt

____ Fruit
Trái cây

____ Hot Chocolate
Súc-cù-là nóng

____ Fried Rice
Cơm chiên

____ Milk
Sữa

____ Other (Write in)
Loại khác (điền vào)

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*Adapted from Career Decision-Making - A Process Guide. Carol Leeman, Project Director. Antioch Unified School District.

* Phỏng theo cuốn Quyết-định về Nghề Nghiệp - Một Hướng Dẫn Về Diễn Tiến. của Carol Leeman, Giám Đốc Chương Trình, Học Khu Antioch.

CASE STUDY: CHAN N.

ບົດຣຽນ : ຈັນ ແອນ.

Chan N., a young man from Cambodia, is a farmer. He has to support his wife, three children, and his mother. Right now he only has farming skills. He must choose between living in the city with his family and perhaps living on welfare or becoming a migrant farm worker. It is obvious that Chan will have to make a choice. Chan does not want to accept welfare but he also does not want his family to move from place to place.	ຈັນ ແອນ., ເປັນຊາຍໜຸ່ມມາຈາກຂເໝນ, ເປັນຊາວນາ. ລາວ ຕ້ອງໄດ້ລ້ຽງດູເມັຽລາວ, ລູກສາມຄົນ, ແລະແມ່ຂອງລາວ. ປັຈຈຸບັນນີ້ ລາວ ຮູ້ແຕ່ເຮັດນາ. ລາວຈະຕ້ອງໄດ້ເລືອກຣະຫວ່າງຢູ່ໃນເມືອງກັບ ຄອບຄົວຂອງລາວ ແລະ ບາງທີຈະໄດ້ຮັບຄວາມຊ່ວຍເຫຼືອຈາກ ປະຊາສົງເຄາະ ຫຼືວ່າກາຍເປັນຊາວນາ. ມັນກໍ່ ແຈ້ງແລ້ວທີ່ຈັນຈະຕ້ອງໄດ້ເລືອກ ຢ່າງໜຶ່ງ. ຈັນບໍ່ຢາກຮັບ ຄວາມຊ່ວຍເຫຼືອຈາກປະຊາສົງເຄາະ ແຕ່ວ່າ ລາວກໍ ບໍ່ຢາກໃຫ້ຄອບຄົວຂອງລາວ ຍ້າຍໄປຍ້າຍມາ.
What are Chan's values? What lifestyle does he prefer? What do you think he should do?	ຈັນ ຕີລາຄາຢ່າງໃດ ? ຈັນ ມັກຊີວິດຢ່າງໃດ ? ທ່ານ ຄິດວ່າຈັນ ຄວນຈະເຮັດຢ່າງໃດ ?
As you look at your values and imagined lifestyle, do you see any conflicts like Chan's? How could you resolve them?	ຫລັງຈາກທ່ານ ຄິດເບິ່ງຊີວິດຂອງທ່ານແລ້ວ ທ່ານໄດ້ເຫັນ ຄວາມຫຍຸ້ງຍາກ ຄືຈັນບໍ່ ? ທ່ານຈະໃຊ້ວິທີໃດ ມາແກ້ໄຂ ?

NAME ________________
ຊື່
DATE ________________
ວັນທີ

LIFESTYLE INVENTORY*
ຊີວິດການເປັນຢູ່ທົ່ວໆໄປ

INSTRUCTIONS: In each of the following categories, check the things you like best.
ການອະທິບາຍ: ຢູ່ຕາມແຕ່ລະໝວດທີ່ກ່າວມານີ້ ໃຫ້ເລືອກສິ່ງທີ່ທ່ານມັກຫຼາຍທີ່ສຸດ

A. Where would you like to live?
ທ່ານມັກໄປຢູ່ບ່ອນໃດ?

___ California
ແຄລີຟໍເນັຍ
___ Wyoming
ວາຍໂອມິ່ງ
___ Alaska
ອາລາສກາ
___ Hawaii
ຮາວາຍ
___ New York
ນິວຢອກ
___ Texas
ເທັກ ຊັສ
___ My home country
ບ້ານເມືອງຂອງຂ້າພະເຈົ້າ

___ Florida
ຟລໍຣີດາ
___ Utah
ຢູທາ
___ Arizona
ອາຣິໂຊນາ
___ Mexico
ແມັກຊີໂກ
___ Australia
ອົສຕຣາເລັຍ
___ Hong Kong
ຮົງກົງ

___ Canada
ແຄນາດາ
___ England
ອິງກາລິນ
___ France
ຟແຣສ
___ Virginia
ວີຈີເນັຍ
___ Washington, D.C.
ວາຊິງຕັນ .ດີ.ຊີ.
___ Illinois
ອີລີນອຍ
___ Other
ອື່ນໆ

B. In which size, city or town would you like to live?
ໃນຂະໜາດໃດ ແຂວງ ຫຼື ເມືອງໃດ ທີ່ທ່ານມັກຢູ່?

___ Large city (New York City)
ແຂວງໃຫຍ່
___ Medium city (Salt Lake City)
ແຂວງຂະໜາດກາງ

___ Large town
ເມືອງໃຫຍ່
___ Small town
ເມືອງນ້ອຍ
___ Small farm or ranch
ທົ່ງນານ້ອຍຫຼືສວນນ້ອຍ.

LIFESTYLE INVENTORY (Cont.)
ຊີວິດການເປັນຢູ່ (ຕໍ່)

C. In which type of house would you like to live?
ທ່ານມັກຢູ່ເຮືອນແບບໃດ?

____ Ranch or Farm-style House
ເຮືອນສວນ ຫຼື ເຮືອນທົ່ງນາ

____ Apartment
ອາຄານ

____ Mobile Home
ເຮືອນລົດ

____ Condominium
ເຮືອນອາຄານທີ່ຊື້ໄດ້

____ Large Split-level House
ເຮືອນໃຫຍ່ເປັນຊັ້ນ

____ Medium-Size Tract Home
ເຮືອນຂະໜາດກາງທີ່ປຸກຂຶ້ນ

____________ Other (write in)
ອື່ນໆ (ຂຽນລົງ)

D. Which is your preferred type of transportation?
ທ່ານມັກພາຫະນະຊະນິດໃດ?

____ Motorcycle
ລົດຈັກ

____ Pickup Truck
ລົດເກັງນ້ອຍ

____ Economy Car
ລົດປະຢັດ

____ Sports Car
ລົດສະປອດ

____ Four-wheel drive
ລົດແວ່ນສີ່ລໍ້

____ Luxury Car
ລົດທີ່ມີລາຄາຫຼາຍ

E. If you had your choice of leisure time activity, what would you do?
ຖ້າເຈົ້າມີໂອກາດເລືອກເຮັດສິ່ງຈະມ່ວນຊື່ນ ທ່ານຈະເຮັດແນວໃດ?

____ Watch favorite TV show
ເບິ່ງລາຍການ TV ທີ່ມັກ

____ Go to a movie
ໄປທີ່ໂຮງພາພະຍົນ

____ Participate in favorite sport
ລວມກັບແຂ່ງຂັນກິລາທີ່ມັກ

____ Visit with friends
ໄປຢາມເພື່ອນ

____ Be a spectator at a sports event
ເປັນຜູ້ຊົມລາຍການກິລາ

____ Go to a ballet, play, or concert
ໄປ Ballet, ລະຄອນ ຫຼື ດົນຕີ

____ Go dancing
ໄປເຕັ້ນລໍາ

____________ Other (Write in)
ອັນອື່ນໆ

LIFESTYLE INVENTORY (Cont.)
ຊີວິດການເປັນຢູ່ (ຕໍ່)

F. Which of these sports do you enjoy doing most?
ກິລາຢ່າງນີ້ເຈົ້າມັກຫຼິ້ນຢ່າງໃດຫຼາຍກວ່າໝູ່?

____ Horseback Riding
ຂີ່ມ້າ
____ Skiing
ສະກີ
____ Back-Packing
ທ່ອງທ່ຽວໃນປ່າ
____ Camping
ນອນປ່າ
____ Jogging
ແລ່ນ
____ Scuba Diving
ດຳນ້ຳ

____ Tennis
ເທນິສ
____ Golf
ກອຟ
____ Water Skiing
ສະກີຢູ່ນ້ຳ
____ Bicyling
ຂີ່ລົດຖີບ
____ Bowling
ໂບລິງ
____ Motorcyling
ຂີ່ລົດຈັກ

____ Swimming
ລອຍນ້ຳ
____ Skating
ສະເກສ
____ Archery
ຍິງສອນ
____ Soccer
ເຕະບານ
____ Fishing
ໄປຕຶກປາ
____ Other (Write in)
ອື່ນໆ

G. Most of your social life will be involved with:
ຊີວິດສັງຄົມຂອງທ່ານຈະຢູ່ໃສຮ່ວມຫຼາຍ:

____ Church groups
ຄະນະໂບດ
____ Neighborhood associations
ສັງຄົມຊາວບ້ານໃກ້ຄຽງ
____ Family
ຄອບຄົວ
____ People from work
ຄົນມາຈາກບ່ອນເຮັດການ

____ Selected friends
ເພື່ອນສະເພາະ
____ Fellow club members
ສະມາຊິກຂອງສັງຄົມ
____ Americans
ອາເມຣິກັນ
____ People from my home country
ພົລເມືອງທີ່ມາຈາກເມືອງນັ້ນພະເຈົ້າ
____ No specific group of persons
ບໍ່ມີໝວດໝູ່ຄົນສະເພາະ

LIFESTYLE INVENTORY (Cont.)

ຊີວິດການເປັນຢູ່ (ຕໍ່)

H. What would be the ideal eating situation for your family?

ການກິນອັນໃດທີ່ເໝາະສົມແກ່ຄອບຄົວຂອງທ່ານ?

____ Family eats while watching TV.

ຄອບຄົວກິນເຂົ້າທັງເບິ່ງ TV.

____ Family eats out at drive-ins.

ຄອບຄົວກິນເຂົ້າຢູ່ທາງນອກ ຢູ່ຮ້ານອາຫານບໍ່ຕ້ອງລົງຣົດ.

____ Family eats at restaurants.

ຄອບຄົວກິນເຂົ້າຢູ່ຮ້ານອາຫານ.

____ Entire family eats at a specific time in the dining room or kitchen.

ຄອບຄົວທັງໝົດກິນເຂົ້າເປັນເວລາຢູ່ຫ້ອງກິນເຂົ້າຫຼືຫ້ອງເຮືອນຄົວ.

I. Which type of foods would you most enjoy?

ອາຫານຢ່າງໃດທີ່ທ່ານມັກຫຼາຍ?

____ Steak or Roast Beef
ຊີ້ນງົວປີ້ງຫຼືອົບ

____ Hamburgers
ແຮມເບີເກີ

____ Tacos
ທາໂກ

____ Fish
ປາ

____ Noodles
ໝີ່

____ TV Dinner
ອາຫານ TV

____ Eggs
ໄຂ່

____ French Fries
ມັນຝຣັ່ງທອດ

____ Vegetables
ຜັກ

____ Potato Salad
ມັນສະລັດ

____ Roast Pork
ໝູ່ອົບ

____ Potato Chips
ມັນຈືນ

____ Tossed Salad
ຜັກສະລັດ

____ Soda
ໂຊດາ

____ Fruit
ໝາກໄມ້

____ Hot Chocolate
ຊະໂກລາ ຮ້ອນ

____ Fried Rice
ເຂົ້າຂົ້ວ

____ Milk
ນ້ຳນົມ

____ Other (Write in)
ອັນອື່ນໆ

*Adapted from Career Decision-Making - A Process Guide. Carol Leeman, Project Director. Antioch Unified School District.

ເອົາມາຈາກ ການຊີ້ຂາດ - ພາກແນະນຳ [illegible] CAROL LEEMAN,
ຜູ້ອຳນວຍການ ໂຮງຮຽນປະຈຳເມືອງ ANTIOCH.

WORKING WITH DATA, PEOPLE AND THINGS

UNIT II/LESSON 5

OBJECTIVES:

1. Students will write the last digit code of a D.O.T. job description and list the worker traits for that job.
2. Students will list their interests in working with data, people, and things.

INSTRUCTOR PREPARATION:

1. Prepare a brief lecture on interests related to data, people, and things and how they relate to occupational choice.
2. Bring in several copies of the D.O.T..
3. Prepare sufficient copies of Using the Dictionary of Occupational Titles (II-5-SHa) and Data, People, Things Inventory (II-5-SHb).

PROCEDURE:

Completion of worksheets and inventory followed by discussion.

MATERIALS:

1. Copies of the *Dictionary of Occupational Titles*
2. Using the *Dictionary of Occupational Titles* (II-5-SHa)
3. Data, People, Things Interest Inventory (II-5-SHb)

GUIDELINES:

In-Class Activities

1. Introduce concept of interests and how they

NOTES:

Explain that our interests relate to people, data (ideas),

GUIDELINES (Cont.):	NOTES:
relate to occupational choice.	and things. We may sometimes work with only one, but usually we work with a combination, such as data/people or things/people.
2. Circulate copies of the Dictonary of Occupational Titles	Explain how book is divided and what kind of information is covered.
3. Hand out Using the Dictionary of Occupational Titles (II-5-SHa). Go over the worksheet carefully with the students, and have them complete the exercise at the end.	Do this exercise as a group and discuss the results.
4. Hand out Data, People, Things Interest Inventory (II-5-SHb). Have the students complete the inventory individually and ask volunteers to share their results.	Explain that this is not a test; it is merely another source of information about ourselves and the world of work.
Outside Activity	
(Optional) Have students complete the JOB-O or Self-Directed Search in order to identify more information about themselves.	See resource section for information on publishers. Both measures have been translated into Vietnamese.

REFERENCES AND SUPPLEMENTARY MATERIALS:

Emphasis: Self. Salt Lake City: Olympus Publishing Company, 1979.

Gainer, H. & Stark, S. Choice or Chance. New York: Gregg Division, McGraw Hill Book Company, 1979.

Michelozzi, B. N. Coming Alive From Nine to Five. Menlo Park, Calif.: Mayfield Publishing Company, 1980.

U.S. Department of Labor. Dictionary of Occupational Titles (4th ed.) Washington, D.C.: Government Printing Office, 1977.

USING THE DICTIONARY OF OCCUPATIONAL TITLES (D.O.T.)

[illegible] (DOT)

Each job listed in the D.O.T. has a nine-digit code to describe it. Three numbers are on each side of the decimal point.

[illegible] (D.O.T) [illegible]

075.127-018 NURSE, HEAD (medical ser.)

Directs nursing activities and instructs nurses in organized hospital unit: Assigns duties and coordinates nursing service. Evaluates nursing activities to insure patient care, staff relations, and efficiency of service. Observes nursing care and visits patients to insure that nursing care is carried out as directed, and treatment administered in accordance with PHYSICIAN'S (medical ser.) instructions. Directs preparation and maintenance of patients' clinical records. Inspects rooms and wards for cleanliness and comfort. Accompanies PHYSICIAN (medical ser.) on rounds, and keeps informed of special orders concerning patients. participates in orientation and instruction of personnel. Orders, or directs ordering, of drugs, solutions, and equipment, and maintains records on narcotics. Investigates and resolves complaints, or refers unusual problems to superior.

The first three digits (075) refer to the occupational group, the middle three (127) to worker traits. In this lesson, we will be looking at the middle three digits.

[illegible]

The middle three digits deal with the relation of the job to data, people, and things. The assumption is that almost all jobs deal to some degree with data, people, and things.

[illegible]

The list below explains three digits. As the numbers go from 0 to 8, the level of complexity decreases. For example, serving people is less complex than instructing them.

[illegible]

USING THE D.O.T. (Cont.)

ការប្រើវចនានុក្រមសម្រាប់ដាក់ចំណងជើងមុខរបរការងារ (D.O.T) (ត)

The list below explains the three digits. As the numbers go from 0 to 8, the level of complexity decreases. For example, serving people is less complex than instructing them.

បញ្ជីរាយនាមខាងក្រោមនេះពន្យល់ប្រាប់អំពីលេខទាំងបី ។ ពេលលេខរាប់ពីលេខ 0 ទៅដល់ 8 នោះកម្រិតនៃការស្មុគស្មាញក៏មានការធ្លាក់ចុះដែរ ។ ឧទាហរណ៍ ដូចជាការបម្រើមនុស្ស មិនសូវមានការស្មុគស្មាញដូចការបង្រៀនមនុស្សទេ ។

Data	People	Things
(4th Digit) ស្ថិតិ (លេខទី៤)	(5th Digit) ប្រជាជន (លេខទី៥)	(6th Digit) ប្រដាប់ប្រដា (លេខទី៦)
0. Synthesizing	0. Mentoring	0. Setting up
0. ការប្រមូលបញ្ចូលគ្នានូវការគិត	0. ការណែនាំ	0. ការរៀបចំដំឡើង
1. Coordinating	1. Negotiating	1. Precision working
១. ការសម្របសម្រួល	១. ការចរចា	១. ធ្វើការដោយត្រឹមត្រូវនិងប្រដា
2. Analyzing	2. Instructing	2. Operating, Controlling
២. ការធ្វើវិភាគ	២. ការបង្រៀន	២. ប្រតិបត្តិការ, ត្រួតពិនិត្យ
3. Compiling	3. Supervising	3. Driving, Operating
៣. ការប្រមូលផ្តុំ	៣. ការត្រួតត្រា	៣. ការបើកបរ, បើកម៉ាស៊ីន
4. Computing	4. Diverting	4. Manipulating
៤. ការគិតដោយកុំព្យូទ័រ	៤. ការបំភ្លេច	៤. ការធ្វើដោយដៃនិងប្រដាប់
5. Copying	5. Persuading	5. Tending
៥. ចម្លងតាម	៥. ការបញ្ចុះបញ្ចូល	៥. ការថែរក្សា
6. Comparing	6. Speaking,	6. Feeding (machinery),
៦. ការប្រៀបធៀប	៦. ការនិយាយ,	៦. ការជួយបញ្ចូលទៅក្នុងម៉ាស៊ីន
	Signaling	Offbearing (from machinery)
	ការធ្វើសញ្ញា	ការជួយបញ្ចេញពីក្នុងម៉ាស៊ីន

USING THE D.O.T. (Cont.)

ការប្រើវចនានុក្រមសម្រាប់ចាត់ថ្នាក់ចំណងជើងមុខការងារ (D.O.T) (ត)

7. Serving
៧. ការប្រើប្រាស់

7. Handling
៧. ការកាន់កាប់

8. Taking
៨. ការយក

Instructions, helping
ការទូន្មាន , ការជួយសង្គ្រោះ

Looking at the three D.O.T. job codes, list the worker traits needed to perform that job.
ចូរមើលក្រមការងារទាំងបី ហើយបញ្ជាក់ប្រាប់លក្ខណៈអ្នកធ្វើការដែលត្រូវបំពេញកិច្ចការនោះ ។

601.281-026 TOOL MAKER, BENCH (mach. shop)

Lays out, fits, and assembles parts to make and repair cutting tools, JIGS, FIXTURES, GAGES, or machinists' handtools, analyzing specifications according to knowledge of tool designs, shop mathematics, machining, and layout and assembly procedures: Studies blueprint, to determine machining to be done, and plans layout and assembly. Measures, marks, and scribes metal stock to lay out for machining by other workers [LAY-OUT WORKER (mach. shop)]. Operates drill press to drill and tap holes in parts [DRILL-PRESS SET-UP OPERATOR, SINGLE SPINDLE (mach. shop)]. Smooths and scrapes parts to fit, using handtools, such as files and scrapers. Positions and secures parts on surface plate with devices, such as V-blocks, vises, and angle plates. Assembles parts into product, using tools, such as wrenches, hammers, and tweezers, and verifies dimensions and alinements, using measuring instruments, such as micrometers, height gages, and GAGE BLOCKS. May set up and operate surface grinder [GRINDER OPERATOR, SURFACE, TOOL (mach. shop)] to grind surface of parts. May test assembled mechanism. May be designated according to specialized function as TOOL REPAIRER, BENCH (mach. shop), or according to product made as GAGE MAKER (mach. shop), JIG AND FIXTURE MAKER (mach.shop).

USING THE D.O.T. (Cont.)

ការប្រើវចនានុក្រមមុខរបរប្រាប់ដាក់ចំណាត់ថ្នាក់ការងារអាមេរិក (D.O.T) (ត)

161.167-018 MANAGER, RECORDS ANALYSIS (profess. & kin.)

Directs and coordinates activities of workers involved with analyzing systems of records management: Plans and directs compilation and updating of cost and control records, utilizing knowledge of records inventories, usage, costs, and operating practices. Coordinates activities of personnel engaged in studying such matters as simplification of filing and retrieval systems, protection of vital records and economical utilization of paper, microfilm, computer program, or other information-bearing media according to organizational and governmental recordkeeping schedules and requirements. Analyzes and evaluates staff reports and approves implementation of recommendations, utilizing knowledge of principles and techniques of records and information management, managerial processes and systems, budgetary limitations and organizational policies and procedures.

Job	Last 3 Digits	Traits
ការងារ	លេខ ៣ លេខខ្ទង់ក្រោយបង្អស់	លក្ខណៈ

1. Head Nurse ____________ ____________ Data
១. មេគិលានុបដ្ឋាយិកា
ស្ថិតិ
____________ People
ប្រជាជន
____________ Things
ប្រដាប់ប្រើ

2. Manager, Records Analysis ____________ ____________ Data
អ្នកចាត់ការ ស្ថិតិ ធ្វើការវិភាគ
ស្ថិតិ
____________ People
ប្រជាជន
____________ Things
ប្រដាប់ប្រើ

USING THE D.O.T. (Cont.)

ការប្រើវចនានុក្រមសម្រាប់ដាក់ឈ្មោះការងារដើម្បីរកការធ្វើ (D.O.T)(ត)

Job	Last 3 Digits	Traits
ការងារ	លេខ ៣ លេខចុងក្រោយបង្អស់	លក្ខណៈ

3. Tool Maker, ______________ ______________ Data
ជាងធ្វើប្រដាប់ប្រដាគ្រឿង
Bench
កៅអី
ស្ថិតិ
______________ People
ប្រជាជន
______________ Things
ប្រដាប់ប្រដា

DATA, PEOPLE, THINGS INTEREST INVENTORY*

បញ្ជីការចាប់អារម្មណ៍ស្ថិតិ , ប្រជាជន , ប្រដាប់ប្រដា

A. WORKING WITH DATA

ក. ធ្វើការ នឹង ស្ថិតិ

How deeply do you want to get involved with and use data on the job? Decide which boxes fit you best; then check the space to the right of them.

តើលោកអ្នកចង់ចាប់ធ្វើការជាមួយប្រើស្ថិតិជ្រៅប៉ុណ្ណា ? ចូរជ្រើសរើសយកនូវតារាងណាមួយដែលសមនឹងលោកអ្នកជាងគេ ហើយគូសធ្វើសញ្ញាក្នុងស្ថិតនោះ ដែលនៅខាងស្ដាំដៃ ។

I prefer doing work that is uncomplicated and easy to learn. I don't mind using information in a simple way if it doesn't require too much mental energy. — Low data

ខ្ញុំចង់ធ្វើការណាដែលមិនស្មុគស្មាញ ហើយរៀនងាយៗ ។ ខ្ញុំមិនគិតថា ប្រើប្រាស់ដំណឹងតាមរបៀបងាយស្រួល ប្រសិនបើវាមិនត្រូវការប្រើប្រាស់គំនិតច្រើនពេក ។ — ស្ថិតិតិច

I like keeping track of and working with verbal or numerical information in an orderly way.
I prefer having others take responsibility for directing this kind of work. — Medium data

ខ្ញុំចូលចិត្ត ហើយធ្វើការជាមួយព័ត៌មានជាពាក្យ ឬជាលេខដែលតាមរបៀបរៀបរយ ។ ខ្ញុំចង់ឲ្យអ្នកដទៃទទួលការខុសត្រូវដើម្បីដឹកនាំការងារដែលបែបនេះ ។ — ស្ថិតិកណ្ដាល

I would enjoy putting ideas and information together to understand complex operations, plan and organize work, and develop new ideas and new ways to do things. — High data

ខ្ញុំនឹងរីករាយដើម្បីបញ្ចូលយោបល់ និងពត៌មានដើម្បីយល់ពីការស្មុគស្មាញ ការដែលរៀបចំការងារ និងរៀបចំការងារ និងបង្កើតការងារ និងបង្កើតគំនិតថ្មីៗ ដើម្បីធ្វើរបស់ផ្សេងៗ តាមរបៀបថ្មី ។ — ស្ថិតិខ្ពស់

DATA, PEOPLE, THINGS INTEREST INVENTORY* (Cont.)
បញ្ជីសារពើភ័ណ្ឌស្ថិតិ, ប្រជាជន, ចំណាប់អារម្មណ៍ (ត)

B. INVOLVEMENT WITH PEOPLE
ខ. ការទាក់ទងនឹងប្រជាជន

To what extent do you want to be involved with people as part of your work? Decide which boxes fit you best and check the spaces to the right of them.

តើលោកអ្នកចង់ឲ្យការងាររបស់លោកអ្នក ទាក់ទងនឹងប្រជាជនយ៉ាងណាៈ? ចូរសំរេចចិត្តយកប្រអប់ណាមួយ ដែលត្រូវនឹងលោកអ្នកជាងគេៈ ហើយគូសសញ្ញានៅក្នុងប្រអប់ខាងស្តាំនោះ ។

I prefer involvement with information or things, so I don't mind minimal interaction with people.
Being friendly and cooperative with people, giving them information, serving them in some way, is enough people involvement for me. Low people

ខ្ញុំចូលចិត្តការទាក់ទងជាមួយពត៌មាន ឬប្រដាប់ប្រដា ដូច្នេះខ្ញុំមិនប្រកាន់ទេ បើខ្ញុំមានទំនាក់ទំនងតិចតួចជាមួយប្រជាជន។ ការធ្វើជាមិត្ត និងសហការជាមួយប្រជាជន ផ្ដល់ពត៌មានដល់ប្រជាជន ឬបំរើប្រជាជន ដោយវិធីណាមួយ គឺជាការគ្រប់គ្រាន់សំរាប់ខ្ញុំហើយ ។ ទាក់ទងបន្តិចជាមួយប្រជាជន

I think I would like organizing and motivating people to do a task.
I enjoy entertaining people or being a key person in a group. Medium people

ខ្ញុំគិតថា ខ្ញុំចូលចិត្តរៀបចំ និងបំផុសគំនិតប្រជាជនឲ្យធ្វើការអ្វីមួយ។ ខ្ញុំសប្បាយចិត្តណាស់ ពេលកំសាន្តជាមួយប្រជាជន ឬធ្វើជាអ្នកសំខាន់ក្នុងក្រុមណាមួយ ទាក់ទងមធ្យមជាមួយប្រជាជន

UNIT II/LESSON 5
II-5-SHb
CAMBODIAN

DATA, PEOPLE, THINGS INTEREST INVENTORY* (Cont.)
បញ្ជីរការ[illegible]ទិន្នន័យ, ប្រជាជន, ប្រដាប់ប្រដា (ត)

I believe I'd enjoy teaching people, exchanging ideas, negotiating with them to facilitate work activities.
I would enjoy helping people deal with complicated personal problems. — High people

ខ្ញុំជឿជាក់ថា, ខ្ញុំមានសេចក្ដីរីករាយបង្រៀនប្រជាជន ផ្លាស់ប្ដូរយោបល់ និងចរចាការងារជាមួយប្រជាជន ដើម្បីឲ្យស្រួលដល់សកម្មភាពនៃការងារ ។ ខ្ញុំពេញចិត្តជួយប្រជាជនដើម្បីដោះស្រាយបញ្ហាស្មុគស្មាញ ។ — ទាក់ទងជាមួយប្រជាជន

C. HANDLING THINGS
ការធ្វើប្រដាប់ប្រដា

To what extent would you like to work with things as part of your job? Check the boxes that fit you best.

តើលោកអ្នកចង់ធ្វើការ តើលោកអ្នកចូលចិត្តធ្វើប្រដាប់ប្រដាប៉ុណ្ណា? ចូរគូសសញ្ញាក្នុងប្រអប់ដែលលោកអ្នកចូលចិត្តជាងគេ ។

I prefer little involvement with things on my job.
If I had to work with things, I'd prefer uncomplicated, easy-to-learn procedures. — Low things

ខ្ញុំចូលចិត្តធ្វើការណាដែលមិនទាក់ទងការស្មុគស្មាញ ។ បើធ្វើការជាមួយប្រដាប់ប្រដាក៏ ខ្ញុំចូលចិត្តវិធីការស្រួល ហើយរៀនឆាប់ចេះស្រួល ។ — ប្រដាប់ប្រដា [illegible]

DATA, PEOPLE, THINGS INTEREST INVENTORY* (Cont.)
បញ្ជីការពេញចិត្តស្ថិតិ, ប្រជាជន, ប្រដាប់ប្រដា (ត)

I think I would like doing a good job running equipment carefully and correctly but...
I'd prefer not to have too much responsibility for directing this kind of work.

Medium things

ខ្ញុំគិតថា ខ្ញុំពេញចិត្តធ្វើការងារល្អ ដោយបើកម៉ាស៊ីនដោយប្រុងប្រយ័ត្ន ហើយត្រឹមត្រូវ... ។ តែខ្ញុំមិនចង់ទទួលខុសត្រូវច្រើនពេក ក្នុងការដឹកនាំការងារបែបនេះទេ ។

ប្រដាប់ប្រដាដែល
មានថ្នាក់កណ្ដាល

I believe I would enjoy using my hands to work with intricate tools and machines.
I'd like to be responsible for a very complex piece of equipment.

High things

ខ្ញុំជឿជាក់ថា ខ្ញុំនឹងពេញចិត្តប្រើដៃរបស់ខ្ញុំធ្វើការ ជាមួយប្រដាប់ប្រដា និងម៉ាស៊ីនដែលល្អិតល្អន់ ។ ខ្ញុំចង់ទទួលខុសត្រូវក្នុងការប្រើម៉ាស៊ីនដែលស្មុគស្មាញណាស់ ។

ប្រដាប់ប្រដាដែល
មានថ្នាក់ខ្ពស់

Now you know a little about you and the big three--data, people, and things. Indicate your rating of H, M, L (high, medium or low) for each category in the spaces provided below.

ឥឡូវនេះ លោកអ្នកបានដឹងតិចតួចអំពីខ្លួនឯង និងធំៗបី -- គឺស្ថិតិ, ប្រជាជន និងប្រដាប់ប្រដា ។ ចូរដាក់ពិន្ទុ (លេខពិន្ទុ) របស់លោកអ្នកទៅថ្នាក់នីមួយៗ ក្នុងចន្លោះដែលមាននៅខាងក្រោម H គឺថ្នាក់ខ្ពស់, M គឺថ្នាក់កណ្ដាល និង L គឺថ្នាក់ទាប ។

UNIT II/LESSON 5
II-5-SHb
CAMBODIAN

DATA, PEOPLE, THINGS INTEREST INVENTORY* (Cont.)
បញ្ជីសារពើភ័ណ្ឌស្ថិតិ, មនុស្ស, របស់របរ (ត)

Summary:
សង្ខេប:

D: ____________
ស្ថិតិ: ____________

P: ____________
មនុស្ស: ____________

T: ____________
របស់របរ ____________

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*From Michelozzi, B. Coming alive from nine to five. Palo Alto: Mayfield Publishing Company, 19

USING THE DICTIONARY OF OCCUPATIONAL TITLES (D.O.T.)
XỬ DỤNG CUỐN TỰ ĐIỂN TÊN CÔNG VIỆC (D.O.T.)

Each job listed in the D.O.T. has a nine-digit code to describe it. Three numbers are on each side of the decimal point.

Mỗi viêc làm dươc liêt kê trong cuốn Tư Điển Tên Công Viêc D.O.T. có một mã số chín số để diễn tả nó. Mỗi ba con số cách nhau bởi một dấu chấm.

075.127-018 NURSE, HEAD (medical ser.)

> **Directs nursing activities and instructs nurses in organized hospital unit: Assigns duties and coordinates nursing service. Evaluates nursing activities to insure patient care, staff relations, and efficiency of service. Observes nursing care and visits patients to insure that nursing care is carried out as directed, and treatment administered in accordance with PHYSICIAN'S (medical ser.) instructions. Directs preparation and maintenance of patients' clinical records. Inspects rooms and wards for cleanliness and comfort. Accompanies PHYSICIAN (medical ser.) on rounds, and keeps informed of special orders concerning patients. participates in orientation and instruction of personnel. Orders, or directs ordering, of drugs, solutions, and equipment, and maintains records on narcotics. Investigates and resolves complaints, or refers unusual problems to superior.**

The first three digits (075) refer to the occupational group, the middle three (127) to worker traits. In this lesson, we will be looking at the middle three digits.

Ba con số đầu (075) chỉ về nhóm công việc, ba con số giữa (127) nói về những đăc tính của người làm viêc. Trong bài này, chúng ta sẽ xem xét về ba con số giữa.

The middle three digits deal with the relation of the job to data, people, and things. The assumption is that almost all jobs deal to some degree with data, people, and things.

Ba con số giữa nói về sư liên hệ giữa viêc làm với dữ-kiện, con người và đồ vật. Giả thuyết rằng phần lớn các việc làm đều có liên hệ, ở một mức độ nào đó, với dữ-kiện, con người và đồ vật.

The list below explains three digits. As the numbers go from 0 to 8, the level of complexity decreases. For example, serving people is less complex than instructing them.

Danh sách dưới đây giải thích về ba con số. Mức độ của sự phức tạp gia tăng theo sự biến thiên của các con số từ 0 đến 8. Thí dụ viêc phục vụ người khác thì ít phức tap bằng viêc giảng dạy người khác.

USING THE D.O.T. (Cont.)
DÙNG CUỐN D.O.T. (tiếp theo)

Data Dữ kiến (4th Digit) (con số thứ tư)	People Con người (5th Digit) (con số thứ năm)	Things Đồ vật (6th Digit) (Con số thứ sáu)
0. Synthesizing Tổng hợp	0. Mentoring Chỉ dạy	0. Setting up Dựng nền
1. Coordinating Phối trí	1. Negotiating Điều đình	1. Precision working Làm việc chính xác
2. Analyzing Phân tích	2. Instructing Dạy dỗ	2. Operating, Controlling Điều khiển, kiểm soát
3. Compiling Tổng hợp	3. Supervising Trông coi	3. Driving, Operating Lái, xử dụng
4. Computing Tính toán	4. Diverting Chuyển hướng	4. Manipulating Vận dụng
5. Copying Sao chép	5. Persuading Thuyết phục	5. Tending Săn sóc
6. Comparing So sánh	6. Speaking, Nói	6. Feeding (machinery), Đưa vào (máy)
	Signaling Ra hiệu	Offbearing (from machinery) Lấy đi (từ máy)
	7. Serving Phục vụ	7. Handling Giao hàng
	8. Taking Nhận lấy	
	Instructions, helping Chỉ dẫn, giúp đỡ	

Looking at the three D.O.T. job codes, list the worker traits needed to perform that job.

Hãy xem ba mã số công việc D.O.T. , ghi ra những đặc tính cần thiết của người làm việc để hoàn thành công việc đó.

601.281-026 TOOL MAKER, BENCH (mach. shop)

Lays out, fits, and assembles parts to make and repair cutting tools, JIGS, FIXTURES, GAGES, or machinists' handtools, analyzing specifications according to knowledge of tool designs, shop mathematics, machining, and layout and assembly procedures: Studies blueprint, to determine machining to be done, and plans layout and assembly. Measures, marks, and scribes metal stock to lay out for machining by other workers [LAY-OUT WORKER (mach. shop)]. Operates drill press to drill and tap holes in parts [DRILL-PRESS SET-UP OPERATOR, SINGLE SPINDLE (mach. shop)]. Smooths and scrapes parts to fit, using handtools, such as files and scrapers. Positions and secures parts on surface plate with

USING THE D.O.T. (Cont.)
DÙNG CUỐN D.O.T. (tiếp theo)

devices, such as V-blocks, vises, and angle plates. Assembles parts into product, using tools, such as wrenches, hammers, and tweezers, and verifies dimensions and alinements, using measuring instruments, such as micrometers, height gages, and GAGE BLOCKS. May set up and operate surface grinder [GRINDER OPERATOR, SURFACE, TOOL (mach. shop)] to grind surface of parts. May test assembled mechanism. May be designated according to specialized function as TOOL REPAIRER, BENCH (mach. shop), or according to product made as GAGE MAKER (mach. shop), JIG AND FIXTURE MAKER (mach.shop).

161.167-018 MANAGER, RECORDS ANALYSIS (profess. & kin.)

Directs and coordinates activities of workers involved with analyzing systems of records management: Plans and directs compilation and updating of cost and control records, utilizing knowledge of records inventories, usage, costs, and operating practices. Coordinates activities of personnel engaged in studying such matters as simplification of filing and retrieval systems, protection of vital records and economical utilization of paper, microfilm, computer program, or other information-bearing media according to organizational and governmental recordkeeping schedules and requirements. Analyzes and evaluates staff reports and approves implementation of recommendations, utilizing knowledge of principles and techniques of records and information management, managerial processes and systems, budgetary limitations and organizational policies and procedures.

Job Công việc	Last 3 Digits Ba con số cuối	Traits Đặc tính
1. Head Nurse Y tá trưởng	______________	______________ Data Dữ kiện
		______________ People Người
		______________ Things Đồ vật

USING THE D.O.T. (Cont.)

DUNG CUON D.O.T. (tiep theo)

Job Cống viec	Last 3 Digits Ba con số cuối	Traits Đặc tính	
2. Manager, Quản lý Records Hồ sơ Analysis Phấn tích	____________	____________	Data Dữ kiện
		____________	People Người
		____________	Things Đồ vật
3. Tool Maker, Người làm dụng cụ Bench Bảng	____________	____________	Data Dữ kiện
		____________	People Người
		____________	Things Đồ vật

DATA, PEOPLE, THINGS INTEREST INVENTORY*

LIỆT KÊ DỮ KIỆN, NGƯỜI, ĐỒ VẬT

A. WORKING WITH DATA
Làm việc với dữ kiện

How deeply do you want to get involved with and use data on the job? Decide which boxes fit you best; then check the space to the right of them.
Bạn muốn liên quan và xử dụng dữ kiện trong công việc đến mức độ nào? Xem xét ô nào hợp với bạn nhất rồi đánh dấu vào phía phải của những ô đó.

I prefer doing work that is uncomplicated and easy to learn. I don't mind using information in a simple way if it doesn't require too much mental energy. Tôi thích làm việc giản dị và dễ học. Tôi không ngại phải xử dụng tin tức giản dị nếu điều đó không đòi hỏi quá nhiều năng lực tinh thần.	Low data Dữ kiện cấp thấp
I like keeping track of and working with verbal or numerical information in an orderly way. I prefer having others take responsibility for directing this kind of work. Tôi muốn theo dõi và làm việc với các tin tức bằng lời nói hay con số theo một cách thức thứ tự. Tôi thích có người khác lãnh trách nhiệm điều khiển loại công việc này.	Medium data Dữ kiện cấp trung
I would enjoy putting ideas and information together to understand complex operations, plan and organize work, and develop new ideas and new ways to do things. Tôi thích sắp xếp tư tưởng và tin tức vào với nhau để hiểu những tác vụ phức tạp, hoạch định và tổ chức công việc, khai triển tư tưởng và đường lối mới để làm việc	High data Dữ kiện cấp cao

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DATA. PEOPLE. THINGS INTEREST INVENTORY (Cont.)
DỮ KIỆN, NGƯỜI, ĐỒ VẬT (tiếp theo)

B. INVOLVEMENT WITH PEOPLE
LIÊN QUAN VỚI CON NGƯỜI

To what extent do you want to be involved with people as part of your work? Decide which boxes fit you best and check the spaces to the right of them.
Bạn muốn liên quan đến người khác trong công việc đến mức nào? Xét xem ô nào hợp với bạn nhất rồi đánh dấu vào phía phải của những ô đó.

I prefer involvement with information or things, so I don't mind minimal interaction with people. Being friendly and cooperative with people, giving them information, serving them in some way, is enough people involvement for me. Tôi thích liên quan với tin tức hay đồ vật, vì vậy tôi không ngại việc giảm thiểu liên hệ với con người. Chỉ cần thân thiện, hợp tác với người khác, cho tin tức, phục vụ họ ít nhiều là đủ đối với tôi.	Low people Con người cấp thấp
I think I would like organizing and motivating people to do à task. I enjoy entertaining people or being a key person in a group. Tôi nghĩ là tôi thích tổ chức và khuyến khích người khác làm việc. Tôi thích làm vui người khác hoặc đóng vai then chốt trong một nhóm.	Medium people Con người cấp trung
I believe I'd enjoy teaching people, exchanging ideas, negotiating with them to facilitate work activities. I would enjoy helping people deal with complicated personal problems. Tôi tin rằng tôi thích việc chỉ dạy người khác, trao đổi ý tưởng, điều đình với họ để làm cho công việc trở nên dễ dàng. Tôi thích giúp người khác đối phó với những vấn đề cá nhân phức tạp.	High people Con người cấp cao

DATA. PEOPLE, THINGS INTEREST INVENTORY (Cont.)
LIẾT KẾ DỮ KIẾN, NGƯỜI, ĐỒ VẬT (tiếp theo)

C. HANDLING THINGS
XỬ DỤNG ĐỒ VẬT

To what extent would you like to work with things as part of your job? Check the boxes that fit you best.
Bạn thích làm viếc với đồ vật đến mức nào? Đánh dấu vào những ô hợp với bạn nhất.

I prefer little involvement with things on my job. If I had to work with things, I'd prefer uncomplicated, easy-to-learn procedures. Trong công việc, tôi chỉ muốn liên quan chút ít đến đồ vật. Nếu phải làm việc với đồ vật, tôi thích những thủ tục giản dị, dễ học.	Low things Đồ vật cấp thấp
I think I would like doing a good job running equipment carefully and correctly but... I'd prefer not to have too much responsibility for directing this kind of work. Tôi nghĩ tôi thích làm một công việc tốt bằng cách điều dụng trang bị cẩn thận và đúng cách nhưng... Tôi muốn khống có quá nhiều trách nhiệm cho viếc điều khiển loại cống việc này.	Medium things Đồ vật cấp trung
I believe I would enjoy using my hands to work with intricate tools and machines. I'd like to be responsible for a very complex piece of equipment. Tôi tin rằng tôi thích dùng tay để làm viếc với những đồ nghề phức tap và máy móc. Tôi muốn chịu trách nhiệm về một bộ phấn trang bị rất phức tạp.	High things Do vat cap cao

Now you know a little about you and the big three--data, people, and things. Indicate your rating of H, M, L (high, medium or low) for each category in the spaces provided below.
Giờ đây bạn đã biết chút ít về bạn và ba yếu tố--dữ kiện, con người và đồ vật. Vạch ra sự cho điểm của bạn theo các chữ H, M, L (cao, trung cấp, thấp) cho mỗi loại trong các khoảng trống dưới đây.

DATA, PEOPLE, THINGS INTEREST INVENTORY (Cont.)
LIỆT KÊ DỮ KIỆN, NGƯỜI, ĐỒ VẬT (tiếp theo)

Summary:
Tóm lược:

D: ______________

P: ______________

T: ______________

USING THE DICTIONARY OF OCCUPATIONAL TITLES (D.O.T.)

ການໃຊ້ວັດຈະນານຸກົມ ຊື່ອາຊີບ (D.O.T)

Each job listed in the D.O.T. has a nine-digit code to describe it. Three numbers are on each side of the decimal point.

ລາຍບັນຊີແຕ່ລະວຽກການ ຢູ່ໃນ (D.O.T) ມີເລກເກົ້າ ຕົວ ທີ່ຈະບັນລະຍາຍ ມັນ. ຢູ່ແຕ່ລະຂ້າງ ຂອງຈຸດ ນ້ຳເບີ ຈະ ມີເລກສາມຕົວ.

075.127-018 NURSE, HEAD (medical ser.)

ນາງພະຍາບານ, ຫົວໜ້າ (ການ ຮັກສາ ຄົນເຈັບ)

Directs nursing activities and instructs nurses in organized hospital unit: Assigns duties and coordinates nursing service. Evaluates nursing activities to insure patient care, staff relations, and efficiency of service. Observes nursing care and visits patients to insure that nursing care is carried out as directed, and treatment administered in accordance with PHYSICIAN'S (medical ser.) instructions. Directs preparation and maintenance of patients' clinical records. Inspects rooms and wards for cleanliness and comfort. Accompanies PHYSICIAN (medical ser.) on rounds, and keeps informed of special orders concerning patients. participates in orientation and instruction of personnel. Orders, or directs ordering, of drugs, solutions, and equipment, and maintains records on narcotics. Investigates and resolves complaints, or refers unusual problems to superior.

The first three digits (075) refer to the occupational group, the middle three (127) to worker traits. In this lesson, we will be looking at the middle three digits.

ເລກສາມຕົວ ທັງແຮກ ມີ ຄວາມໝາຍ ກ່ຽວ ກັບ ພວກອີງອາຊີບ. ເລກສາມຕົວຢູ່ ວ່າງກາງ ແມ່ນກ່ຽວກັບຊື່ ມີຂອງກັບງານ ໃນບົດຮຽນນີ້, ພວກເຮົາ ພະເຈົ້າ ຈະເບິ່ງເລກ ສາມຕົວ ຢູ່ທາງກາງ.

The middle three digits deal with the relation of the job to data, people, and things. The assumption is that almost all jobs deal to some degree with data, people, and things.

ເລກສາມຕົວ ຢູ່ທາງກາງ ຈະມີ ການກ່ຽວຂ້ອງ ກັບ ເຄື່ອງປະກອບ ບຸກຄົນ, ແລະສິ່ງຂອງ. ຄວາມໝາຍມີ ຄືວ່າ ຮອດ ມາກແລ້ວວຽກການທັງໆ ຈະມີການ ກ່ຽວຂ້ອງ ກັບສິ່ງ ປະກອບ, ບຸກຄົນ ແລະສິ່ງຂອງ.

The list below explains three digits. As the numbers go from 0 to 8, the level of complexity decreases. For example, serving people is less complex than instructing them.

ບັນຊີຢູ່ທາງລຸ່ມ ຈະອະທິບາຍ ກ່ຽວກັບ ເລກສາມຕົວ. ເລີ່ມ ນັບເບີ ແຕ່ເລກສູນ ໄປຫາເລກແປດ, ລະດັບ ຫຍຸ້ງ ຍາກຈະ ຫຼຸດລົງ ຕົວຢ່າງ; ບໍລິການບຸກຄົນ ຈະງ່າຍກວ່າສອນເຂົາເຈົ້າ.

USING THE D.O.T. (Cont.)
ການໃຊ້ D.O.T (ຕໍ່)

Data ຂໍ້ມູນທີ່ກໍານົດໃຫ້ (4th Digit) ເລກທີ່ສີ່	People ປະຊາຊົນ (5th Digit) ເລກທີ່ຫ້າ	Things ສິ່ງຂອງ (6th Digit) ເລກທີ່ຫົກ
0. Synthesizing	0. Mentoring ຊ່ວຍນໍາທາງ	0. Setting up ຕັ້ງໃນມາ
1. Coordinating ການຕິດຕໍ່	1. Negotiating ເຈລະຈາ	1. Precision working ວຽກການທີ່ລະອຽດ
2. Analyzing ການແບ່ງແຍກແຈ່ມແຈ້ງ	2. Instructing ການສອນ	2. Operating, Controlling ເຮັດການແລ່ນ ຄວບຄຸມ
3. Compiling ຕື່ມໃສ່	3. Supervising ການຄວບຄຸມ	3. Driving, Operating ແລ່ນຈັກ, ກໍາກັບ
4. Computing ຄິດໄລ່ອອກມາ	4. Diverting ເຮັດໃຫ້ເບີກບານ	4. Manipulating ການຈັດແຈ່ງ
5. Copying ກ່າຍອອກມາ	5. Persuading ການພາໃຫ້ເຊື່ອ	5. Tending ກໍາກັບເບິ່ງແຍງ
6. Comparing ທຽບກັນ	6. Speaking, ການເວົ້າ Signaling ການສົ່ງສັນຍານ	6. Feeding (machinery), ຕື່ມເຄື່ອງໃນຕົ້ນເຄື່ອງຈັກ Offbearing (from machinery) ອອກຈາກໃນຕົ້ນເຄື່ອງຈັກ
	7. Serving ການຮັບໃຊ້	7. Handling ການໃຊ້
	8. Taking ບໍາເວົ້າ Instructions, helping ການສອນ, ການຊ່ວຍ	

Looking at the three D.O.T. job codes, list the worker traits needed to perform that job.
ຈົ່ງເບິ່ງລະຫັດວຽກງານ D.O.T, ຈົ່ງຂຽນຄວາມສາມາດສະເພາະທີ່ຄົນງານຕ້ອງມີເພື່ອຈະເຮັດວຽກນັ້ນ.

601.281-026 TOOL MAKER, BENCH (mach. shop)
ຜູ້ເຮັດເຄື່ອງມື, ຢູ່ໂຕ (ໂຮງຊ່ອມ)

Lays out, fits, and assembles parts to make and repair cutting tools, JIGS, FIXTURES, GAGES, or machinists' handtools, analyzing specifications according to knowledge of tool designs, shop mathematics, machining, and layout and assembly procedures: Studies blueprint, to determine machining to be done, and plans layout and assembly. Measures, marks, and scribes metal stock to lay out for machining by other workers [LAY-OUT WORKER (mach. shop)]. Operates drill press to drill and tap holes in parts [DRILL-PRESS SET-UP OPERATOR, SINGLE SPINDLE (mach. shop)]. Smooths and scrapes parts to fit, using handtools, such as files and scrapers. Positions and secures parts on surface plate with

USING THE D.O.T. (Cont.)
ການໃຊ້ D.O.T (ຕໍ່)

devices, such as V-blocks, vises, and angle plates. Assembles parts into product, using tools, such as wrenches, hammers, and tweezers, and verifies dimensions and alinements, using measuring instruments, such as micrometers, height gages, and GAGE BLOCKS. May set up and operate surface grinder [GRINDER OPERATOR, SURFACE, TOOL (mach. shop)] to grind surface of parts. May test assembled mechanism. May be designated according to specialized function as TOOL REPAIRER, BENCH (mach. shop), or according to product made as GAGE MAKER (mach. shop), JIG AND FIXTURE MAKER (mach. shop).

161.167-018 MANAGER, RECORDS ANALYSIS (profess. & kin.)
ຜູ້ອຳນວຍການ, ບັນທຶກແປກລາປະຊູດ (ອາຊີບແລະ ຍ່ງ)

Directs and coordinates activities of workers involved with analyzing systems of records management: Plans and directs compilation and updating of cost and control records, utilizing knowledge of records inventories, usage, costs, and operating practices. Coordinates activities of personnel engaged in studying such matters as simplification of filing and retrieval systems, protection of vital records and economical utilization of paper, microfilm, computer program, or other information-bearing media according to organizational and governmental recordkeeping schedules and requirements. Analyzes and evaluates staff reports and approves implementation of recommendations, utilizing knowledge of principles and techniques of records and information management, managerial processes and systems, budgetary limitations and organizational policies and procedures.

Job ງານ	Last 3 Digits ເລກ3ໂຕສຸດທ້າຍ	Traits ມີນິສັຍປະຈຳໂຕ	
1. Head Nurse ຫົວໜ້ານາງພະຍາບານ	____________	____________	Data ສິ່ງທີ່ກຳນົດໃຫ້
		____________	People ບຸກຄົນ
		____________	Things ສິ່ງຂອງ

USING THE D.O.T. (Cont.)
ການໃຊ້ D.O.T (ຕໍ່)

Job ງານ	Last 3 Digits ເລກ 3 ໂຕທີ່ສຸດທ້າຍ	Traits ນິສັຍປະຈໍາໂຕ	
2. Manager, ຜູ້ອໍານວຍການ Records ການບັນທຶກ Analysis ແຍກລາຍລະອຽດ	______________	______________	Data ສິ່ງທີ່ກໍານົດໃຫ້
		______________	People ບຸກຄົນ
		______________	Things ສິ່ງຂອງ
3. Tool Maker, ຜູ້ເຮັດເຄື່ອງມື Bench ໂຕະ	______________	______________	Data ສິ່ງທີ່ກໍານົດໃຫ້
		______________	People ບຸກຄົນ
		______________	Things ສິ່ງຂອງ

DATA, PEOPLE, THINGS INTEREST INVENTORY*

ສິ່ງທີ່ກຳນົດໃຫ້, ບຸກຄົນ, ສິ່ງຂອງທີ່ທ່ານສົນໃຈ.

A. WORKING WITH DATA

ການເຮັດວຽກກັບສິ່ງທີ່ກຳນົດໃຫ້

How deeply do you want to get involved with and use data on the job? Decide which boxes fit you best; then check the space to the right of them.

ທ່ານຢາກເຮັດວຽກກັບງານທີ່ກ່ຽວຂ້ອງກັບສິ່ງທີ່ກຳນົດໃຫ້ຫຼາຍປານໃດ? ຕັດສິນໃຈເບິ່ງວ່າ ບ່ອນໃດທີ່ເໝາະສົມກັບທ່ານຫຼາຍທີ່ສຸດ; ແລ້ວໝາຍທີ່ຂ້າງຂວາຂອງມັນ.

I prefer doing work that is uncomplicated and easy to learn. I don't mind using information in a simple way if it doesn't require too much mental energy.

ຂ້າພະເຈົ້າມັກເຮັດວຽກອັນທີ່ເຮັດງ່າຍແລະຮຽນງ່າຍ. ຂ້າພະເຈົ້າບໍ່ລັງກຽດທີ່ຈະໃຊ້ການບອກທີ່ເປັນທາງງ່າຍ ຖ້າວ່າມັນບໍ່ໃຊ້ພະລັງຫຼາຍ

Low data
ສິ່ງທີ່ກຳນົດໃຫ້ໜ້ອຍ

I like keeping track of and working with verbal or numerical information in an orderly way.
I prefer having others take responsibility for directing this kind of work.

ຂ້າພະເຈົ້າມັກເຮັດວຽກທີ່ໃຊ້ຄວາມເວົ້າ ຫຼືວ່າໃຊ້ເລກທີ່ຖືກຕ້ອງຕາມຫຼັກການ, ຂ້າພະເຈົ້າມັກໃຫ້ຄົນອື່ນຮັບໜ້າທີ່ໄປບອກວຽກການດັ່ງເລົ່ານີ້.

Medium data
ສິ່ງທີ່ກຳນົດໃຫ້ປະມານກາງ

I would enjoy putting ideas and information together to understand complex operations, plan and organize work, and develop new ideas and new ways to do things.

ຂ້າພະເຈົ້າມັກປະກອບຄວາມຄິດແລະການບອກໃສ່ກັນເພື່ອເຂົ້າໃຈວຽກການທີ່ຍາກ, ເພື່ອປະກອບວຽກການໃຫ້ເປັນລະບຽບແລະ ປະດິດຄວາມຄິດໃໝ່ແລະວິທີໃໝ່ທີ່ຈະໄປເຮັດທຸກສິ່ງ.

High data
ສິ່ງທີ່ກຳນົດໃຫ້ສູງ

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DATA, PEOPLE, THINGS INTEREST INVFNTORY (Cont.)
ສິ່ງທີ່ການມັກໃຫ້, ບຸກຄົນ. ສິ່ງຂອງ ທີ່ຫາລົມໂຮມໄວ້ (ຕໍ່)

B. INVOLVEMENT WITH PEOPLE
ກ່ຽວຂ້ອງກັບບຸກຄົນ

To what extent do you want to be involved with people as part of your work? Decide which boxes fit you best and check the spaces to the right of them.
ທ່ານ ປາຖະໜາເຮັດວຽກ ທີ່ກ່ຽວ ກ່ຽວຂ້ອງກັບ ພົລເມືອງ ຫລາຍປານໃດ.
ຕັດສິນໃຈເບິ່ງ ບ່ອນໃດ ທີ່ ເໝາະສົມ ກັບ ທ່ານ ຫລາຍ ທີ່ສຸດ; ແລ້ວໝາຍ ທີ່ ຂ້າງຂວາ ຂອງ ມັນ.

I prefer involvement with information or things, so I don't mind minimal interaction with people. Being friendly and cooperative with people, giving them information, serving them in some way, is enough people involvement for me. ຂ້າພະເຈົ້າ ມັກ ຕິດຕໍ່ ພົນ ຂ່າວ ຫືວ່າ ສິ່ງໃດສິ່ງໜຶ່ງ. ດ້ວຍເຫດນີ້ ຂ້າພະເຈົ້າ ບໍ່ລັງກຽດ ທີ່ມີ ການ ຕິດຕໍ່ ກັບ ພົລເມືອງ. ເປັນມິດແລະ ມີການໃຫ້ຄວາມຊ່ວຍເຫຼືອ ບຸກຄົນ, ການຊີ້ແຈງໃຫ້, ການຊ່ວຍ ເຫຼືອບາງຢ່າງ, ກໍພໍວ່າ ເຮັດວຽກນຳ ພົລເມືອງ.	Low people ບຸກຄົນທີ່ຕໍ່າ
I think I would like organizing and motivating people to do a task. I enjoy entertaining people or being a key person in a group. ຂ້າພະເຈົ້າ ຄິດວ່າ ຂ້າພະເຈົ້າ ມັກຈັດແຈງ ແລະເຮັດໃຫ້ບຸກຄົນ ໄປເຮັດວຽກຢ່າງໃດຢ່າງໜຶ່ງ. ຂ້າພະເຈົ້າ ມັກຕ້ອນຮັບ ບຸກຄົນ ຫຼືວ່າ ເປັນ ຜູ້ສຳຄັນ ຢູ່ໃນ ວົງມວນຄົນ.	Medium people ບຸກຄົນຂະໜາດກາງ
I believe I'd enjoy teaching people, exchanging ideas, negotiating with them to facilitate work activities. I would enjoy helping people deal with complicated personal problems. ຂ້າພະເຈົ້າ ເຊື່ອວ່າ ຂ້າພະເຈົ້າ ມັກສອນບຸກຄົນ, ແລກປ່ຽນ ຄວາມຄິດ ຄວາມເຫັນ ເຈລະຈາ ກັບວຽກຕ່າງໆໄປ ຂ້າພະເຈົ້າ ມັກຊ່ວຍ ບຸກຄົນ ທີ່ມີ ບັນຫາສ່ວນຕົວ.	High people ບຸກຄົນທີ່ສູງ

DATA, PEOPLE, THINGS INTEREST INVENTORY (Cont.)
ສິ່ງທີ່ກຳນົດໃຫ້, ບຸກຄົນ, ສິ່ງຂອງທີ່ຫລອມໂຮມໄວ້ (ຕໍ່)

C. HANDLING THINGS
ການໃຊ້ສິ່ງຂອງ

To what extent would you like to work with things as part of your job? Check the boxes that fit you best.
ທ່ານປາຖະເຮັດວຽກກັບສິ່ງຂອງຫຼາຍເທົ່າປານໃດ?
ໝາຍບ່ອນທີ່ເໝາະສົມກັບທ່ານ.

I prefer little involvement with things on my job. If I had to work with things, I'd prefer uncomplicated, easy-to-learn procedures.
ຂ້າພະເຈົ້າມັກເຮັດວຽກທີ່ກ່ຽວກັບສິ່ງຂອງໜ້ອຍໃນການງານ
ຂ້າພະເຈົ້າ. ຖ້າເວົ້າຂ້າພະເຈົ້າໄປເຮັດວຽກກັບສິ່ງຂອງ, ຂ້າພະເຈົ້າມັກ
ສິ່ງທີ່ເຮັດງ່າຍ ແລະ ຮຽນງ່າຍ

Low things
ສິ່ງຂອງຂະໜາດຕ່ຳ

I think I would like doing a good job running equipment carefully and correctly but... I'd prefer not to have too much responsibility for directing this kind of work.
ຂ້າພະເຈົ້າ ຄິດວ່າ ຂ້າພະເຈົ້າ ປາຖະເຮັດວຽກໃຫ້ດີໃນການ
ຄວບຄຸມເຄື່ອງຈັກໃຫ້ລະວັງ ແລະ ຖືກຕ້ອງ ແຕ່ວ່າຂ້າພະເຈົ້າ
ບໍ່ມັກມີຄວາມຮັບຜິດຊອບຫຼາຍທີ່ມາກັບວຽກແບບນີ້

Medium things
ສິ່ງຂອງຂະໜາດກາງ

I believe I would enjoy using my hands to work with intricate tools and machines. I'd like to be responsible for a very complex piece of equipment.
ຂ້າພະເຈົ້າ ເຊື່ອວ່າ ຂ້າພະເຈົ້າ ມັກເຮັດວຽກທີ່ໃຊ້ມືກັບ
ເຄື່ອງກົນ ແລະ ເຄື່ອງມືຕ່າງໆ
ຂ້າພະເຈົ້າ ມັກມີໜ້າທີ່ໄປເຮັດສິ່ງທີ່ຍາກໃນການເຄື່ອງຈັກ

High things
ສິ່ງຂອງສູງ

Now you know a little about you and the big three--data, people, and things. Indicate your rating of H, M, L (high, medium or low) for each category in the spaces provided below.
ເວລານີ້ທ່ານຮູ້ຈັກໜ້ອຍໜຶ່ງແລ້ວກ່ຽວກັບທ່ານແລະສ່ວນໃຫຍ່ຂອງສາມໃຕນີ້.
ສິ່ງທີ່ກຳນົດໃຫ້, ບຸກຄົນ, ສິ່ງຂອງ
ໝາຍຄວາມຮູ້ສຶກຂອງທ່ານ H, M, L (ສູງ, ຂະໜາດກາງ ຫຼືຕ່ຳ) ໃຫ້ແຕ່ລະຂໍ້ທີ່ມີບ່ອນ
ວ່າງໃນທາງລຸ່ມນີ້.

DATA, PEOPLE, THINGS INTEREST INVENTORY (Cont.)
ສິ່ງທີ່ກຳນົດໃຫ້, ບຸກຄົນ, ສິ່ງຂອງທີ່ທ້ອນໂຮມໄວ້ (ຕໍ່)

Summary:
ຄວາມຫຍໍ້

D: ______________

P: ______________

T: ______________

ANALYZING ABILITIES

UNIT II/LESSON 6

OBJECTIVES:

1. Students will identify their current abilities in seven areas.
2. Students will relate these abilities to potential occupational fields.

INSTRUCTOR PREPARATION:

1. Prepare a brief lecture on abilities and how they relate to occupational choice.
2. Prepare sufficient copies of Indochinese Abilities Inventory (II-6-SHa).

PROCEDURE:

Mini-lecture followed by individual completion of inventory and group discussion.

MATERIALS:

Indochinese Abilities Inventory (II-6-SHa)

GUIDELINES:	NOTES:
In-Class Activities	
1. Present mini-lecture on abilities and how they relate to occupational choice.	Stress that we can like or be interested in something yet not be good at it (or vice versa). Also, abilities can be developed.
2. Hand out copies of the Indochinese Abilities Inventory (II-6-SHa). Go over the directions, and have students complete the inventory on their own.	

GUIDELINES (Cont.):	NOTES:
3. Ask volunteers to share some of their current abilities.	Ask how these abilities can be strengthened and how new abilities can be developed.
4. Lead discussion on how these results compare to the results of the interest (people-data-things) inventory completed previously.	Be sure to place results of Inventory in the career files.
5. Ask students to brainstorm possible occupations for each of the seven ability groups.	Write these occupations on the chalkboard.

Outside Activity

Have students ask their friends and/or family members to react to their results on the Indochinese Abilities Inventory.

REFERENCES AND SUPPLEMENTARY MATERIALS:

UNIT II/LESSON 6
II-6-SHa
CAMBODIAN

INDOCHINESE ABILITIES INVENTORY
បញ្ជីរការពើតស្ទង់ស្ដីពីការថ្វីដៃប៉ិនប្រសប់នៃជាតិឥណ្ឌូចិន

Directions:
សេចក្ដីណែនាំ៖

In each of the following categories, check the abilities that you have.
នៅក្នុងចំណែកនីមួយៗខាងក្រោមនេះ ចូរគូសយកនូវការថ្វីដៃប្រសប់ដែលលោកអ្នកហាក់ មានក្នុងខ្លួន ។

Manual-Physical
ហត្ថកម្ម - សរីរៈរាងកាយ

____ Understanding how tools and machines operate (mechanical reasoning)
ការយល់ច្បាស់ថា តើប្រដាប់ប្រដា និងម៉ាស៊ីនដើរយ៉ាងណា (តាមវិធីការសញ្ញាណរកហេតុផលមេកានិច)

____ Using hands and fingers (manual dexterity)
ចេះប្រើដៃ និងម្រាមដៃបាន (សមត្ថភាពដៃក្នុងហត្ថកម្ម)

____ Judging sizes, shapes, and space (spatial perception)
ការសន្និដ្ឋានកាត់ទំហំ, រូបរាង និងចន្លោះ (ការចាប់ដឹងយល់នូវវិសាលទំហំ)

____ Demonstrating physical strength and stamina
បង្ហាញការយល់ឃើញនូវកម្លាំងកាយ និងការអំណត់

____ Working outdoors
ធ្វើការនៅក្រៅទីវាលធ្លាង

____ Operating machines
ចេះប្រើម៉ាស៊ីន

____ Using hand tools
ចេះប្រើគ្រឿងប្រដាប់ប្រដាធ្វើដោយដៃ

INDOCHINESE ABILITIES INVENTORY (Cont.)

បញ្ជីរការសើភស្ទ្ដស្ដីពីការធ្វើរបស់ប្រជាជនឥណ្ឌូចិន

Managerial

ការចាត់ការ

___ Organizing and planning

ចេះរៀបចំបង្កើត និងធ្វើគំរោងការ

___ Making decisions

យកសេចក្ដីសម្រេចចិត្ត

___ Scheduling

ចេះដាក់កម្មវិធី ពេលវេលា

___ Delegating work

ចេះចែកចំការងារ

___ Budgeting, handling finances

ចេះរៀបចំថវិកា និង កាន់ហិរញ្ញក

___ Resolving conflicts

ចេះដោះស្រាយការប៉ះទង្គិចគ្នា

___ Evaluating quality

ចេះស្ទង់តម្លៃគុណភាព

Numerical

គិតលេខ

___ Solving math problems without calculator

ចេះដោះស្រាយចំណោទដោយមិនបាច់ប្រើម៉ាស៊ីនគិតលេខ

___ Solving math problems with calculator

ចេះដោះស្រាយចំណោទដោយប្រើម៉ាស៊ីនគិតលេខ

___ Using calculator

ចេះប្រើម៉ាស៊ីនគិតលេខ

INDOCHINESE ABILITIES INVENTORY (Cont.)

បញ្ជីរការពើភ័ណ្ឌស្ដីអំពីការធ្វើៗរបស់ជនជាតិឥណ្ឌូចិន (ត)

Numerical (Cont.)

គិតលេខ (ត)

____ Operating computer

ចេះ:ប្រើម៉ាស៊ីនកុំព្យូទ័រ

____ Programming computer

ចេះ.ធ្វើកម្មវិធីតាមម៉ាស៊ីនកុំព្យូទ័រ

Investigative-Research

ការស៊ើបអង្កេត - ការស្រាវជ្រាវ

____ Identifying problems

រកឃើញនូវបញ្ហាចោទសួរ

____ Developing questions

ចេះ:ពង្រីកនូវសំនួរចោទសួរ

____ Interviewing people

ចេះ:ធ្វើសម្ភាសន៍អ្នកដទៃ

____ Collecting data/information

ចេះ:ប្រមូលយកនូវទិន្នន័យ និងពត៌មាន

____ Analyzing data

ចេះ:ធ្វើការវិភាគវិញ្ញកទិន្នន័យ

____ Designing research studies

ចេះ:ធ្វើគំរោងការណ៍របស់ការស្រាវជ្រាវនៃការសិក្សា

____ Writing reports

ចេះ:សរសេរនូវសេចក្ដីរាយការណ៍

INDOCHINESE ABILITIES INVENTORY (Cont.)

បញ្ជីរការ[illegible]និងការប៉ិនប្រសប់ ជនឥណ្ឌូចិន (ត)

Creative

ប្រកបដោយប្រឌិតញ្ញាណ

___ Producing crafts

បង្កើតការហត្ថកម្មផ្សេងៗ

___ Creating new ideas or programs

ដជ. បង្កើតគំនិតថ្មីនិងកម្មវិធីថ្មី

___ Playing music

ដជ: លេងភ្លេង

___ Dancing

ដជ: រាំ

___ Painting or drawing

ដជ: គូរគំនូរលាបពណ៌ និងគូររូប

___ Cooking

ដជ: ដាំស្ល

Verbal-Persuasive

បញ្ចេញពាក្យសំដី-ការធ្វើអោយចុះចូល

___ Writing

ដជ: សរសេរ

___ Talking to individuals

ដជ. និយាយទៅកាន់បុគ្គលម្នាក់ៗ

___ Speaking to groups

ដជ: និយាយទៅមុខហ្វូងជាក្រុមជាពួក

___ Persuading others

ដជ. បញ្ចុះបញ្ចូលអ្នកដទៃ

INDOCHINESE ABILITIES INVENTORY (Cont.)

បញ្ជីរការពិភាក្សាអំពីសមត្ថភាពរបស់ប្រជាជនឥណ្ឌូចិន (ត)

Verbal-Persuasive (Cont.)

បញ្ចេញពាក្យសំដី - ការធ្វើអោយចុះចូល (ត)

___ Selling
ចេះលក់

___ Acting (dramatics)
ចេះសំដែង ([illegible])

___ Negotiating
ចេះធ្វើកិច្ចចរចា

Working With Others
ធ្វើការជាមួយអ្នកដទៃ

___ Supervising others
ចេះត្រួតត្រាអ្នកដទៃ

___ Teaching
ចេះបង្រៀន

___ Coaching
ចេះបង្វឹកអ្នកដទៃ

___ Counseling
ចេះធ្វើជាទីប្រឹក្សា

___ Leading
ចេះដឹកនាំអ្នកដទៃ

___ Explaining
ចេះពន្យល់អ្នកដទៃ

___ Negotiating
ចេះធ្វើកិច្ចចរចា

*Adapted from Safari, San Bernardino Superintendent of Schools Office, San Bernardino, CA.

INDOCHINESE ABILITIES INVENTORY
LIỆT KẾ NHỮNG KHẢ NĂNG CỦA NGƯỜI ĐỐNG DƯƠNG

Directions:
Chỉ dẫn:

In each of the following categories, check the abilities that you have.
Trong mỗi loại sau đây, đánh dấu vào những khả năng mà bạn có.

Manual-Physical
Tay chân-Thể xác

____ Understanding how tools and machines operate (mechanical reasoning)
Hiểu biết sự điều hành của dụng cụ và máy móc (cơ lý)

____ Using hands and fingers (manual dexterity)
Xử dụng tay va ngón tay (khéo tay)

____ Judging sizes, shapes, and space (spatial perception)
Phán đoán về hình thể, kích thước và khoảng cách (ý niệm về không gian)

____ Demonstrating physical strength and stamina
Chứng tỏ sức mạnh và sự dẻo dai thể xác

____ Working outdoors
Làm việc ngoài trời

____ Operating machines
Điều khiển máy móc

____ Using hand tools
Dùng đồ nghề bằng tay

INDOCHINESE ABILITIES INVENTORY (Cont.)
LIỆT KÊ NHỮNG KHẢ NĂNG CỦA NGƯỜI ĐÔNG DƯƠNG (tiếp theo)

Managerial
Quản trị

____ Organizing and planning
Tổ chức và hoạch định

____ Making decisions
Quyết định

____ Scheduling
Dự trù

____ Delegating work
Giao phó công việc

____ Budgeting, handling finances
Soạn ngân sách, đảm đương những vấn đề tài chánh

____ Resolving conflicts
Giải quyết mâu thuẫn

____ Evaluating quality
Lượng giá phẩm chất

Numerical
Về con số

____ Solving math problems without calculator
Giải các bài toán không dùng máy tính

____ Solving math problems with calculator
Giải các bài toán với máy tính

____ Using calculator
Dùng máy tính

INDOCHINESE ABILITIES INVENTORY (Cont.)
LIỆT KÊ NHỮNG KHẢ NĂNG CỦA NGƯỜI ĐỐNG DƯƠNG (tiếp theo)

Numerical (Cont.)
Về con số (tiếp theo)

____ Operating computer
Điều khiển máy điện toán

____ Programming computer
Viết chương trình điện toán

Investigative-Research
Điều tra - Nghiên cứu

____ Identifying problems
Xác định vấn đề

____ Developing questions
Khai triển các câu hỏi

____ Interviewing people
Phỏng vấn người khác

____ Collecting data/information
Thu thập dữ kiện / tin tức

____ Analyzing data
Phân tích dữ kiện

____ Designing research studies
Phác họa các cuộc nghiên cứu tìm hiểu

____ Writing reports
Viết báo cáo

INDOCHINESE ABILITIES INVENTORY (Cont.)
LIỆT KÊ NHỮNG KHẢ NĂNG CỦA NGƯỜI ĐÔNG DƯƠNG (tiếp theo)

Creative
Sáng tạo

____ Producing crafts
Sản xuất đồ th[illegible] công

____ Creating new ideas or programs
Tạo ra tư tưởng hay chương trình mới

____ Playing music
Chơi âm nhạc

____ Dancing
Khiêu vũ

____ Painting or drawing
Vẽ tranh sơn dầu hay họa

____ Cooking
Nấu ăn

Verbal-Persuasive
Đối đáp - Thuyết phục

____ Writing
Viết văn

____ Talking to individuals
Nói chuyện với từng người

____ Speaking to groups
Nói trước đám đông

____ Persuading others
Thuyết phục người khác

INDOCHINESE ABILITIES INVENTORY (Cont.)
LIỆT KÊ NHỮNG KHẢ NĂNG CỦA NGƯỜI ĐÔNG DƯƠNG (tiếp theo)

Verbal-Persuasive (Cont.)
Đối đáp - Thuyết phục (tiếp theo)

____ Selling
Bán hàng

____ Acting (dramatics)
Đóng kịch (bi kịch)

____ Negotiating
Thương thảo

Working With Others
Làm việc với người khác

____ Supervising others
Điều khiển người khác

____ Teaching
Dạy học

____ Coaching
Hướng dẫn thể thao, làm huấn luyện viên

____ Counseling
Cố vấn, chỉ dẫn

____ Leading
Lãnh đạo

____ Explaining
Giải thích

____ Negotiating
Thương thảo

*Adapted from Safari, San Bernardino Superintendent of Schools Office, San Bernardino, CA.

*Phỏng theo cuốn Safari, Văn Phòng Học Chánh San Bernardino, San Bernardino, CA.

UNIT II/LESSON 6
II-6-SHa
LAOTIAN

INDOCHINESE ABILITIES INVENTORY
ຄວາມສາມາດຂອງຊາວອິນດູຈີນ ເວົາມາໃຊນກັນ

Directions:

ການຊີ້ແຈງ:

In each of the following categories, check the abilities that you have.
ຢູ່ແຕ່ລະຂໍ້ທີ່ກ່າວມານີ້, ຈົ່ງໝາຍອັນທີ່ທ່ານມີຄວາມສາມາດ.

Manual-Physical
ວຽກທີ່ໃຊ້ດ້ວຍກຳລັງແຮງ.

____ Understanding how tools and machines operate (mechanical reasoning)
ເຂົ້າໃຈວ່າເຄື່ອງມືແລະເຄື່ອງຈັກທຳງານດ້ວຍຢ່າງໃດ (ພິສູດໄປທາງເມຄານິກ)

____ Using hands and fingers (manual dexterity)
ການໃຊ້ມືແລະນິ້ວມື (ວຽກທີ່ໃຊ້ດ້ວຍສີມື)

____ Judging sizes, shapes, and space (spatial perception)
ປະມານເບິ່ງຄວາມໃຫຍ່ຫຼືໜ້ອຍ, ຮູບປະພັນ, ແລະບ່ອນຫວ່າງ (ຄວາມໄວ)

____ Demonstrating physical strength and stamina
ສະແດງຄວາມແຂງແຮງແລະຄວາມອົດທົນ.

____ Working outdoors
ເຮັດວຽກຢູ່ທາງນອກເຮືອນ

____ Operating machines
ແລ່ນເຄື່ອງຈັກ

____ Using hand tools
ໃຊ້ເຄື່ອງມື

INDOCHINESE ABILITIES INVENTORY (Cont.)

ຄວາມສາມາດຂອງຊາວອິນດູຈີນ, ຣວມກັນ (ຕໍ່)

Managerial

ການອຳນວຍການ

___ Organizing and planning
ການຈັດແຈງ ແລະ ການວາງແຜນການ

___ Making decisions
ການຕັດສິນໃຈ

___ Scheduling
ການວາງຫຼາງການ

___ Delegating work
ການມອບໜ້າທີ່

___ Budgeting, handling finances
ການວາງແຜນດ້ານໄຊ້ຈ່າຍເງິນ

___ Resolving conflicts
ການແກ້ໄຂບັນຫາທີ່ບໍ່ປອງດອງກັນ

___ Evaluating quality
ການກວດຄຸນນະພາບ

Numerical

ຈຳນວນຕົວເລກ

___ Solving math problems without calculator
ແກ້ໄຂບັນຫາເລກໂດຍບໍ່ໄດ້ໄຊ້ເຄື່ອງຄິດເລກ

___ Solving math problems with calculator
ແກ້ໄຂບັນຫາເລກໂດຍໄຊ້ເຄື່ອງຄິດເລກ

___ Using calculator
ການໄຊ້ເຄື່ອງຄິດເລກ

INDOCHINESE ABILITIES INVENTORY (Cont.)

ຄວາມສາມາດຂອງຊາວອິນດູຈີນ, ຮວມກັນ (ຕໍ່)

Numerical (Cont.)

ຈຳນວນຕົວເລກ (ຕໍ່)

___ Operating computer
ການໃຊ້ເຄື່ອງໂອໂຕໂນມັດ

___ Programming computer
ການເຮົາເຄື່ອງໂອໂຕໂນມັດ

Investigative-Research
ການຄົ້ນຄົ້ວ ແບລະອຽດ

___ Identifying problems
ການຊີ້ແຈງບັນຫາ.

___ Developing questions
ການ ສ້າງຄຳຖາມ

___ Interviewing people
ການ ສັມພາດບຸກຄົນ

___ Collecting data/information
ການເກັບຄວາມກຳມັດໄທ້/ຂ່າວຄາວ

___ Analyzing data
ການແບ່ງແຍກສິ່ງທີ່ກຳມັດໄທ້

___ Designing research studies
ການອອກແບບຝ່າຍຄົ້ນຄົ້ວຂອງການຮຽນ

___ Writing reports
ການຂຽນລາຍງານ.

INDOCHINESE ABILITIES INVENTORY (Cont.)
ຄວາມສາມາດຂອງຊາວອິນດູຈີນ, ຮວມກັນ (ຕໍ່)

Creative
ການໃຊ້ຫົວຄິດ

___ Producing crafts
ເຄື່ອງທີ່ສ້າງດ້ວຍຝີມື

___ Creating new ideas or programs
ອອກຫົວຄິດແນວໃໝ່ ຫຼືວ່າລາຍການໃໝ່

___ Playing music
ຫຼິ້ນດົນຕຣີ

___ Dancing
ຟ້ອນລຳ

___ Painting or drawing
ແຕ້ມສີ ຫຼືວ່າ ແຕ້ມຮູບ

___ Cooking
ຄົວກິນ

Verbal-Persuasive
ໃຊ້ຄວາມເວົ້າ – ເວົ້າໃຫ້ເຊື່ອ

___ Writing
ການຂຽນ

___ Talking to individuals
ການເວົ້າຕໍ່ຄົນຜູ້ໜຶ່ງ

___ Speaking to groups
ການເວົ້າຕໍ່ຄົນເປັນກຸ່ມ

___ Persuading others
ເວົ້າໃຫ້ຄົນອື່ນເຊື່ອ

UNIT II/LESSON 6
II-6-SHa
LAOTIAN

INDOCHINESE ABILITIES INVENTORY (Cont.)
ຄວາມສາມາດຂອງຊາວອິນດູຈີນ, ຣວມກັນ (ຕໍ່)

Verbal-Persuasive (Cont.)
ໃຊ້ຄວາມເວົ້າ, ເວົ້າໃຫ້ເຊື່ອ (ຕໍ່)

___ Selling
ການຂາຍເຄື່ອງ

___ Acting (dramatics)
ການສະແດງ (ຈິນລະຄອນ)

___ Negotiating
ການເຈຣະຈາ

Working With Others
ເຮັດວຽກກັບຄົນອື່ນ

___ Supervising others
ການຄວບຄຸມຄົນອື່ນ

___ Teaching
ການສອນ

___ Coaching
ການສອນທາງກິລາ

___ Counseling
ການໂອຍລົມ

___ Leading
ການນຳໜ້າ

___ Explaining
ການອະທິບາຍ

___ Negotiating
ການເຈຣະຈາ

*Adapted from Safari, San Bernardino Superintendent of Schools Office, San Bernardino, CA.

ເອົາມາຈາກ SAFARI, SAN BERNARDINO SUPERINTENDENT OF SCHOOL OFFICE, SAN BERNARDINO, CA.

UPDATING OF TENTATIVE CAREER DEVELOPMENT PLANS AND FOLDERS

UNIT II/LESSON 7

OBJECTIVES:

1. Students will review their values, life-style preferences, key people who influence their career decisions, interests, and abilities.
2. Students will complete the assessment portion of their Tentative Career Plans.

INSTRUCTOR PREPARATION:

1. Review students' career folders to note any missing information.
2. Duplicate sufficient copies of Career Vocabulary Hunt (II-7-SHa).

PROCEDURE:

Individual review and update of career folders and plans followed by sharing of progress in pairs.

MATERIALS:

1. Career folders
2. Extra copies of student handouts to date
3. Career Vocabulary Hunt (II-7-Sha)

GUIDELINES:	NOTES:
In-Class Activities	
1. Distribute career folders and allow students time to transfer any information from assessment inventories to Tentative Career Plans.	Encourage students to make any changes they would like in their inventories.
2. Divide students into pairs. Have one member of the pair share his or her data with the other. The 'listener' should give feedback to the	Allow time for both members of pairs to share.

GUIDELINES (Cont.):

NOTES:

one sharing the data. Examples of feedback questions and comments:

- What do your important people think your interests are? Your abilities?
- Have your values changed since you left (country)? Why or why not?
- How could you increase your interests/abilities?
- When you did (activity), you seemed to be interested in ________________.

Outside Activities

1. Have students take their Tentative Career Plans and career folders home to discuss with families or friends.
2. (Optional) Ask students to complete Career Vocabulary Hunt (II-7-SHa).

Some of the vocabulary words will be new to the students. Mention that this is an activity to introduce new words and that they will study them later.

REFERENCES AND SUPPLEMENTARY MATERIALS:

CAREER VOCABULARY HUNT

DIRECTIONS: Circle all the career vocabulary words and abbreviations you can find. The words and abbreviations are listed on a separate page. Be sure to look across and down for words.

S	C	A	R	E	E	R	C	E	N	T	E	R
I	H	D	E	M	P	L	O	Y	E	R	D	E
N	A	Z	A	P	P	L	Y	E	T	A	U	F
G	N	F	N	L	Y	S	I	F	W	I	C	E
L	G	P	H	O	N	E	N	O	O	N	A	R
E	E	W	S	Y	T	G	D	L	R	I	T	E
L	A	D	D	E	R	M	U	L	K	N	I	N
S	U	C	C	E	S	S	S	O	I	G	O	C
T	A	C	T	E	B	K	T	W	N	J	N	E
E	M	P	L	O	Y	I	R	U	G	O	A	L
R	H	R	U	X	C	L	Y	P	H	B	K	E
E	T	E	G	C	U	L	T	U	R	A	L	X
O	B	S	T	A	C	L	E	D	L	M	O	P
T	Q	U	A	M	G	R	A	E	H	A	J	T
Y	D	M	S	U	B	J	E	C	T	I	V	E
P	V	E	K	M	A	R	R	I	E	D	A	M
E	B	E	N	E	F	I	T	S	A	E	L	P
S	A	L	A	R	Y	P	V	I	C	N	U	O
H	L	O	Y	A	L	T	Y	O	C	N	E	R
Q	U	A	L	I	F	Y	R	N	E	A	S	A
H	O	N	E	S	T	Y	T	D	P	M	K	R
R	E	F	S	E	A	R	C	H	T	E	L	Y

CAREER VOCABULARY HUNT: (Cont.)

Words and abbreviations for Career Vocabulary Hunt:

APPLY
MARRIED
SALARY
EDUCATION
LOYALTY
QUALIFY
STEREOTYPE
JOB
TACT
ACCEPT
FOLLOWUP
HR
EXP

REFERENCE
GOAL
TEMPORARY
INDUSTRY
LADDER
HONESTY
RAISE
TRAINING
EMPLOY
SEARCH
MO
YR

EMPLOYER
BENEFITS
VALUES
SUBJECTIVE
SUCCESS
CHANGE
EMPLOYEE
NETWORKING
SINGLE
PHONE
REF
MGR

DESCRIBING MYSELF

UNIT 11/LESSON 8

OBJECTIVES:

1. Students will summarize information about themselves related to their career decisions.
2. Students will describe themselves to others and provide peer feedback on each other's descriptions.

INSTRUCTOR PREPARATION:

1. Prepare sufficient copies of This Is Me (11-8-SHa).
2. Cut blank strips of paper (approximately 15 for each student) for This Is Me activity.

PROCEDURE:

Individual work followed by sharing with large group.

MATERIALS:

1. This Is Me (11-8-SHa)
2. Strips of paper
3. Glue, pens

GUIDELINES:

NOTES:

In-Class Activities

1. Explain that this lesson will end the personal assessment unit. Hand out This Is Me (11-8-SHa). Have students list their values, lifestyle preference, important people, qualities, abilities, and interests on strips and glue the strips to the sheet.
2. Ask volunteers to share their mosaics with the class.

Encourage students to provide feedback on what is shared. Provide a

GUIDELINES (Cont.):

NOTES:

model for them, e.g., "Yes, Chan, you've demonstrated your ability to draw. You're really good at it."

Outside Activity:

(Optional) Students who would like may write a poem, draw a picture, or otherwise portray who they are related to their careers.

REFERENCES AND SUPPLEMENTARY MATERIALS:

UNIT II/LESSON 8
II-8-SHa
CAMBODIAN

THIS IS ME
នេះ:គឺខ្ញុំ

Write your values, lifestyle preferences, interests, and abilities on the separate slips of paper given to you by the instructor. Glue these slips of paper on this page, in any way you would like.

ចូរសរសេរការវាយតម្លៃខ្លួនឯង, ជីវភាពដែលលោកអ្នកពេញចិត្ត ព្រមទាំងការប៉ិនប្រសប់របស់លោកអ្នក ទាំងនៅលើក្រដាសតូចៗ ផ្សេងៗ ដែលគ្រូបានប្រគល់មកអោយ ។ ចូរបិទក្រដាសទាំងនេះ:នៅលើទំព័រនេះ: តាមរបៀបណាដែលលោកអ្នកពេញចិត្ត ។

UNIT II/LESSON 8
II-8-SHa
VIETNAMESE

THIS IS ME
ĐÂY LÀ TÔI

Write your values, lifestyle preferences, interests, and abilities on the separate slips of paper given to you by the instructor. Glue these slips of paper on this page, in any way you would like.

Viết ra những giá trị, cách sống mà bạn thích, những quan tâm vă những khả năng trên các mảnh giấy rởi mả giáo sư phát cho bạn. Dán những mảnh giấy đó trên trang nảy tùy theo ý bạn.

UNIT II/LESSON 8
II-8-SHa
LAOTIAN

THIS IS ME

ນີ້ຄືຂ້າພະເຈົ້າ

Write your values, lifestyle preferences, interests, and abilities on the separate slips of paper given to you by the instructor. Glue these slips of paper on this page, in any way you would like.

ຈົ່ງຂຽນຄຸນຄ່າຂອງທ່ານ , ກ່ຽວກັບ ຊີວິດ ທີ່ທ່ານ ມັກ , ຄວາມສົນໃຈ ແລະຄວາມ ສາມາດ ໃສ່ ເຈ້ຍ ໃບນ້ອຍ ຕ່າງຫາກ ທີ່ນາຍຄູຈະເອົາໃຫ້ທ່ານ ຈົ່ງຕິດເຈ້ຍໃສ່ ໜ້ານີ້ ຕາມທີ່ ທ່ານ ມັກ.

OVERVIEW OF CAREER EXPLORATION (UNIT III)

LESSON 1	Overview of unit; introduction of vocabulary; introduction of occupational clusters.
LESSON 2	Overview of resources used to research a career; introduction to college career center.
LESSON 3	Use of career resources; varying perspectives that resources may present.
LESSON 4	Descriptions of many different occupations.
LESSON 5	Five general types of occupational training that students may enter.
LESSON 6	Interests, abilities, and values held by workers; comparison of students' own characteristics with workers in various occupations.
LESSON 7	Guidelines on how to conduct informational interviews about the world of work.
LESSON 8	Interviewing of one or more workers in class.
LESSON 9	Visit to a work site to observe work tasks and working conditions first-hand.
LESSON 10	Planning and rehearsing of personal interviews with workers; conducting of interviews.
LESSON 11	Sharing information and impressions obtained from personal interviews with workers.
LESSON 12	Reasons for career changes and examples of individuals who have made changes.

GROUPING OCCUPATIONS INTO OCCUPATIONAL FAMILIES

UNIT III/LESSON 1

OBJECTIVES:

1. Students will define and use in a sentence 16 words related to career exploration.

2. Students will be able to identify a system for grouping occupations.

3. Students will match the names of the 13 occupational families with related occupations.

INSTRUCTOR PREPARATION:

1. Prepare sufficient copies of Case Study: Nalee V. (III-1-SHa), Career Exploration Vocabulary Definitions (III-1-SHb), Career Exploration Vocabulary Check (III-1-SHc), Thirteen Occupational Families (III-1-SHd) and Matching Occupations and Occupational Families (III-1-SHe).

2. Prepare transparency, Thirteen Occupational Families (III-1-IHa)

3. Prepare one copy of Occupational Families Game (III-1-SHf), and cut into 30 strips.

PROCEDURE:

Presentation of case study; discussion of vocabulary words and occupational families.

MATERIALS:

1. Case Study: Nalee V. (III-1-SHa)

2. Career Explorations Vocabulary Definitions (III-1-SHb)

3. Career Exploration Vocabulary Check (III-1-SHc)

4. Thirteen Occupational Families (III-1-SHd)

5. Matching Occupations and Occupational Families (III-1-SHe)

MATERIALS (Cont.):

NOTE:

6. (Optional) Occupational Families Game (III-1-SHf)

GUIDELINES:	**NOTES:**
In-Class Activities	
1. Read aloud Case Study: Nalee V. (III-1-SHa).	(The case study contains many of the unit vocabulary words).
2. Distribute Career Exploration Vocabulary (III-1-SHb) and discuss unfamiliar vocabulary words. Ask students to give examples of how the words can be used in a sentence.	
3. Ask students to list jobs that they, friends, or family members held in Indochina, the refugee camps, or in the U.S. Mention that there are more than 20,000 different occupations in the United States. To help people learn about them, they have been divided into 'occupational families' or clusters. Describe various ways of occupational clustering (by industry, by skills, by education required, by personality type, etc.)	See how many jobs they can name in a short period of time.
4. Distribute Thirteen Families (III-1-Shd). Explain that this is one example of an occupational clustering system in which occupations are grouped by general field of study. Discuss the thirteen families and give examples of occupations in each.	For more detail, see the Occupational Outlook Handbook (OOH).

GUIDELINES (Cont.):

Optional Activity
Distribute the slips for Job Families Game (III-1-SHf), one slip to each student. Ask them to walk around the room and find other people in the class who have slips listing other occupations in the same family. (There should be 2 or 3 occupations for each.) When students have made a match, they should read their slips to the class and name the job family to which they belong. Ask students to think of other occupations in their family.

Outside Activity:

1. Ask students to complete Matching Occupations and Occupational Families (III-1-SHe).

2. As a self-check, students should write sentences

NOTES:

'Cluster' and 'family' are used interchangeably

Answers

The number of the OOH job family for each group of three related occupations is listed below. Next to each one is the name of the occupation not belonging to each group.

A. 8 accountant
B. 4 social worker
C. 2 psychologist
D. 1 graphic artist
E. 10 job counselor
F. 6 chemical engineer
G. 5 cosmetologist
H. 3 newspaper reporter
I. 13 pilot
J. 9 truck driver

GUIDELINES (Cont.):

NOTES:

using each of the 16 new vocabulary words.

REFERENCES AND SUPPLEMENTARY MATERIALS:

Occupational Outlook Handbook. U.S. Department of Labor. Washington, D.C.: Government Printing Office, March, 1980.

THIRTEEN OCCUPATIONAL FAMILIES

1 Industrial Production and Related Occupations

2 Office Occupations

3 Service Occupations

4 Education + Related Occupations

5 Sales Occupations

6 Construction Occupations

7 Occupations in Transportation Activities

8 Scientific and Technical Occupations

9 Occupations of Mechanics and Repairers

10 Health Occupations

11 Social Science Occupations

12 Social Service Occupations

13 Performing Arts, Design + Communications-related Occupations

CAMBODIAN

CASE STUDY: NALEE V.

[illegible]: ណាលី វ.

Nalee V. is a 21-year-old Laotian woman. When she arrived in the United States, she had completed most of her high school education at a French school in Vientiane. Her English was quite good since she had studied English for three years in Laos. After three months of intensive ESL classes, she wanted a job.

According to her community college counselor, she needed to do some career exploration first. "You should learn about the various occupational families that exist, Nalee, and some of the occupations in each one," said her counselor. You should find out about the knowledge, abilities, interests, and work values that make a person successful in different occupations. You should also find out what kinds of occupational training you will need for various jobs."

Nalee decided she would enroll in a career guidance class at the community college. She'd also visit the career center and use the career resources that were available there. She decided to interview several people who had full-time jobs and to try to get some field experience in an occupation that interested her. In this way she could find out about specific tasks required on different jobs and discover what working conditions and salaries were like. She also wanted to collect information that would help her later if she decided to make a career change.

[illegible] ESL [illegible]

[illegible]

[illegible]

[illegible]

CAREER EXPLORATION VOCABULARY DEFINITIONS
សព្ទពន្យល់វាក្យសព្ទនៃការស្រាវរកអាជីព

1. career center: a place that contains a collection of information about occupations.
១. មជ្ឈមណ្ឌលអាជីព: កន្លែងដែលប្រមូលផ្តុំព័ត៌មានស្តីពីមុខរបរ អាជីព

2. career change: the art of moving from one occupation to another.
២. ផ្លាស់ប្តូរអាជីព: ការលាចាកពីមុខរបរមួយ ទៅធ្វើមុខរបរថ្មីមួយទៀត

3. career exploration: the study of occupations and the characteristics of workers who are in these occupations.
៣. ការស្រាវរកអាជីព: ការសិក្សាពីមុខរបរ និង លក្ខណៈនៃអ្នកធ្វើការ មុខរបរនោះៗ

4. career resources: people, organizations, and printed and audiovisual materials that provide occupational information.
៤. ប្រភពនៃអាជីព មនុស្សដែលមានការងារនិងក្រុមហ៊ុន, សម្ភារទស្សនៈ ព្រមទាំង ការបោះពុម្ពផ្សាយដែលផ្តល់ នូវ ព័ត៌មាន

5. employee: a person that works for another person or company for wages.
៥. និយោជិត អ្នកធ្វើការឲ្យមនុស្សម្នាក់ ឬ ក្រុមហ៊ុនណាមួយ ដើម្បីយកប្រាក់ឈ្នួលធ្វើការ

6. employer: a person or company that hires and pays a worker.
៦. និយោជក: អ្នកដែលជាម្ចាស់ ឬ ក្រុមហ៊ុនណាមួយដែលជួល គេឲ្យធ្វើការ ហើយគេឲ្យប្រាក់ឈ្នួលទៅអ្នក ធ្វើការ

CAREER EXPLORATION VOCABULARY DEFINITIONS (Cont.)
អត្ថន័យនៃពាក្យស្វែងរកការស្រាវរកមុខការងារ (ត)

7. field experience: personal participation in the world of work (often short-term).

៧. ការពិសោធន៍ក្នុងវិស័យការងារ : ការចូលរួមផ្ទាល់ខ្លួនក្នុងពិភពការងារ (ច្រើនតែក្នុងរយៈពេលខ្លី)

8. interview: to meet with another person in order to obtain informaton about a certain topic.

៨. ការជួបសម្ភាសន៍ : ពីការជួបប្រជុំមួយជាមួយមនុស្សម្នាក់ទៀត ដើម្បីយកពត៌មានស្ដីអំពីរឿងអ្វីមួយ

9. job description: a summary of what a worker does in a certain job.

៩. សេចក្ដីរាយការណ៍មុខការងារ : សេចក្ដីសរុបបញ្ជាក់អំពីការដែលបុគ្គលម្នាក់ៗធ្វើ

10. occupation families: groupings of occupations that are similar.

១០. ក្រុមមុខរបរការងារ : មុខរបរការងារណាដែលមានលក្ខណៈប្រហាក់ប្រហែលគ្នា

11. objective: expressing facts, not opinion.

១១. គោលបំណង : ការបញ្ជាក់នូវសេចក្ដីពិត, មិនមែនជាយោបល់ទេ

12. occupational training: education that prepares an individual for a job.

១២. ហ្វឹកហ្វឺនវិជ្ជាមុខរបរ : ការសិក្សាអំពីការត្រៀមរៀបខ្លួនធ្វើការ

13. salary: the money received from an employer for work performed.

១៣. ប្រាក់បៀវត្ស : ប្រាក់ដែលអ្នកធ្វើការងារទទួលពីនិយោជក

CAREER EXPLORATION VOCABULARY DEFINITIONS (Cont.)

សព្ទដែលត្រូវស្គាល់ក្នុងការស្រាវរកមុខរបរ (ត)

14. subjective:	expressing personal reactions and feelings, not necessarily facts.
១៤. សញ្ញាណវិជ្ជា:	សំដែងពីអារម្មណ៍ និងប្រតិកម្មផ្ទាល់ខ្លួន, មិនចាំបាច់ជាការពិតទេ ។
15. task:	a specific piece of work performed on a job.
១៥. កិច្ចការ:	ការងារពិសេសមួយដែលបុគ្គលម្នាក់ៗត្រូវធ្វើ
16. working conditions:	the physical and social environment in which a person works.
១៦. លក្ខណៈនៃការងារ:	ទេសភាពរូបវ័ន្ត និងបរិយាកាសសង្គម ដែលស្ថិតក្នុងកិច្ច របស់បុគ្គលម្នាក់ៗ ចំពោះការងារ

REVIEW WORDS

ពិនិត្យ

1. ability
១. សមត្ថភាព
2. career
២. អាជីព
3. interests
៣. ការចាប់អារម្មណ៍
4. job
៤. ការងារ
5. knowledge
៥. ចំណេះដឹង
6. lifestyle
៦. របៀបរស់នៅ
7. occupation
៧. មុខរបររកស៊ីចិញ្ចឹមជីវិត
8. skills
៨. ការប៉ិនប្រសប់
9. work values
៩. តម្លៃនៃការងារ

____
Name

CAREER EXPLORATION VOCABULARY CHECK
ត្រួតមើលពាក្យ [illegible] មុខរបរ

1. objective

១. គោលបំណង

2. interview

២. ការធ្វើសម្ភាស

3. career change

៣. ផ្លាស់ប្ដូរមុខរបរ

4. employee

៤. និយោជិក

5. task

៥. ភារកិច្ច

6. salary

៦. ប្រាក់បៀវត្ស

7. career resources

៧. ប្រភព [illegible] មុខរបរ

8. subjective

៨. [illegible]

UNIT III/LESSON 1
III-1-SHc
CAMBODIAN

CAREER EXPLORATION VOCABULARY CHECK (Cont.)
ត្រួតពិនិត្យពាក្យក្នុងការស្រាវជ្រាវរកមុខរបរ (ត)

9. occupational training
៩. ការហ្វឹកហ្វឺនកម្មវិជ្ជាមុខរបរ:

10. employer
១០. និយោជក·

11. career center
១១. មជ្ឈមណ្ឌលមុខរបរ:

12. working conditions
១២. លក្ខណៈការងារ

13. job description
១៣. សេចក្តីពិពណ៌នាការងារ:

14. occupational families
១៤. ក្រុមគ្រួសារមុខរបរ

15. field experience
១៥. ការពិសោធន៍ផ្ទាល់ក្នុងមុខរបរ

16. career exploration
១៦. ការស្រាវជ្រាវរកមុខរបរ

THIRTEEN OCCUPATIONAL FAMILIES

ក្រុមការងារ ១៣ ពួក

1. Industrial Production and Related Occupations - Occupations in which workers are involved in the mass production of goods, primarily in factories:

១. ឧស្សាហកម្ម ការងារផលិតកម្ម និង ការងារដែលទាក់ទងនឹងផលិតកម្ម · ក្នុងនោះ អ្នកធ្វើការត្រូវធ្វើការផលិតទំនិញ ជាច្រើន ជាពិសេស ឧស្សាហកម្ម នៅក្នុងរោងចក្រ :

Examples: automobile assembler
ឧទាហរណ៍: អ្នកដំឡើងរថយន្ត

electronic assembler
អ្នកដំឡើងគ្រឿងអេឡិចត្រូនិច

printer
អ្នកបើកម៉ាស៊ីនបោះពុម្ព

boiler operator
អ្នកកាន់គ្រឿងម៉ាស៊ីនស្ងោរ

2. Office Occupations - Occupations in which workers perform clerical, administrative, financial, and legal tasks for businesses.

២. ការងារការិយាល័យ - ការងារដែលអ្នកធ្វើការត្រូវធ្វើលើផ្នែកការិយាល័យ, ខាងរដ្ឋការអភិបាល, ហិរញ្ញវត្ថុ និង រដ្ឋការពាណិជ្ជកម្ម ។

Examples: typist
ឧទាហរណ៍: អ្នកវាយអង្គុលីលេខ

computer operator
អ្នកកាន់ម៉ាស៊ីនកុំព្យូទ័រ

bank manager
អ្នកចាត់ការធនាគារ

THIRTEEN OCCUPATIONAL FAMILIES (Cont.)

ក្រុមការងារ ១៣ ពួក (ត)

insurance claim representative
អ្នកតំណាងការទាមទារសំណងក្រុមហ៊ុនធានារ៉ាប់រង

lawyer
មេធាវី

3. Service Occupations - Occupations in which workers help individuals fill personal needs in such areas as food preparation, care and protection of belongings, dress and physical appearance, and recreation.

៣. ការងារបម្រើសេវា - ការងារដែលអ្នកធ្វើការជួយបំពេញសេចក្ដីត្រូវការរបស់បុគ្គល ដូចជា នៅក្នុងការរៀបចំម្ហូបអាហារ, ការថែទាំនិងរក្សា និងការពាររបស់របរ, ស្លៀកពាក់សំលៀកបំពាក់ និងរូបរាងកាយ ព្រមទាំងការកំសាន្តផង ។

Examples: waitress
ឧទាហរណ៍: ស្រីរត់តុ

housecleaner
អ្នកបោសសំអាតផ្ទះសម្បែង

beautician
អ្នកតុបតែងសម្ផស្សនារី

police officer
នាយតម្រួត

health spa instructor
គ្រូបង្រៀនកន្លែងថែរក្សាសុខភាពរាងកាយ

THIRTEEN OCCUPATIONAL FAMILIES (Cont.)
ក្រុមការងារ ១៣ ពួក (ត)

4. Education and Related Occupations - Occupations relating to teaching and training students of all ages.
៤. ការងារការសិក្សា និងការទាក់ទងនឹងការសិក្សា - ការងារនេះ គឺទាក់ទង នឹងការបង្រៀន និង ហ្វឹកហ្វឺន កូនសិស្សគ្រប់វ័យ ។

Examples: elementary school teacher
ឧទាហរណ៍: គ្រូបង្រៀនសាលាបឋមសិក្សា

college professor
សាស្ត្រាចារ្យ មហាវិទ្យាល័យ

library aide
អ្នកជំនួយនៅបណ្ណាល័យ

trainer in industry
អ្នកហ្វឹកហ្វឺននៅរោងចក្រឧស្សាហកម្ម

5. Sales Occupations - Occupations related to the distribution of products to all kinds of customers such as industry, business, and individuals.
៥. ការងារចែកចាយទំនិញ - ការងារនេះ គឺទាក់ទង នឹងការលក់ទំនិញ និងចែកចាយទំនិញ គ្រប់ប្រភេទទៅឲ្យអ្នកទិញ ដូចជា ក្នុងរោងចក្រឧស្សាហកម្ម, ពាណិជ្ជកម្ម និងបុគ្គល ម្នាក់ៗ ។

Examples: automobile salesperson
ឧទាហរណ៍: អ្នកលក់រថយន្ត

grocery clerk
អ្នកធ្វើការនៅហាងលក់គ្រឿងឧបភោគ

real estate agent
ភ្នាក់ងារអចលនទ្រព្យ

business machine salesperson
អ្នកលក់គ្រឿងម៉ាស៊ីនសម្រាប់ពាណិជ្ជកម្ម

THIRTEEN OCCUPATIONAL FAMILIES (Cont.)

ក្រុមការងារ ១៣ ពួក (ត)

6. Construction Occupations - Occupations in which workers build and repair homes, office buildings, and other structures such as highways and airports.

៦. ការងារខាងការសាងសង់ - ការងារនេះ អ្នកធ្វើការត្រូវសាងសង់ផ្ទះ, ការិយាល័យ និង អគារផ្សេងៗ ព្រមទាំងជួសជុល និង ដំណាក់អាកាសយាន ហើយត្រូវស្ថាបនា និងថែ ផ្លូវថ្នល់ផងដែរ ជាដើម

Examples:	carpenter
ឧទាហរណ៍:	ជាងឈើ
	construction electrician
	ជាងភ្លើងអគ្គិសនី
	plumber
	ជាងបំពង់ទឹក ឬទុយោ
	mason
	ជាងកំបោរ

7. Occupations in Transportation Activities - Occupations in which workers operate or repair vehicles or provide related services.

៧. ការងារខាងសកម្មភាពនៃការដឹកជញ្ជូន - ការងារនេះ អ្នកធ្វើការត្រូវបើក និងថែទាំយានជំនិះ ឬ ផ្តល់នូវការបម្រើសេវាដែលទាក់ទងនឹងការដឹកជញ្ជូន ។

Examples:	air traffic controller
ឧទាហរណ៍:	អ្នកត្រួតពិនិត្យចរាចរណ៍ផ្លូវអាកាស
	railroad engineer
	វិស្វកររទេះភ្លើង
	truck driver
	អ្នកបើកបររថយន្តទំនិញ
	flight attendant
	អ្នកបំរើលើយន្តហោះ
	Airline Pilot
	អ្នកបើកបរយន្តហោះ

THIRTEEN OCCUPATIONAL FAMILIES (Cont.)

ក្រុមការងារ ១៣ ពួក (ត)

8. Scientific and Technical Occupations - Occupations in which workers use science and math to solve problems and design new products and processes.

៨. ការងារវិទ្យាសាស្ត្រ និង បច្ចេកទេស - ការងារទាំងនេះ អ្នកធ្វើការត្រូវតែប្រើវិទ្យាសាស្ត្រ និងលេខគណិតដើម្បីដោះស្រាយពិបាកៗ និងធ្វើប្លង់ដើម្បីបង្កើតផលិតផលថ្មីៗ ។

Examples: ឧទាហរណ៍:	electrical engineer វិស្វករអគ្គិសនី
	geologist ភូគព្ភវិទូ
	drafter អ្នកគូរប្លង់
	chemist អ្នកគីមី

9. Occupations of Mechanics and Repairers - Occupations related to maintaining and fixing all kinds of devices and machines.

៩. យន្តការី និងជាងជួសម៉ាស៊ីន - ការងារទាក់ទងនឹងការរៀបចំម៉ាស៊ីន និងជួសម៉ាស៊ីនគ្រប់បែបយ៉ាង ។

Examples: ឧទាហរណ៍:	auto mechanic យន្តការីរថយន្ត
	telephone installer ជាងតំឡើងគ្រឿងទូរស័ព្ទ
	watch repairer ជាងជួសនាឡិកា
	small appliance repairer ជាងជួសប្រដាប់ប្រដាតូចតាច

THIRTEEN OCCUPATIONAL FAMILIES (Cont.)

ក្រុមការងារ ១៣ ពួក (ត)

10. Health Occupations - Occupations in which workers care for individuals with sicknesses, injuries, and handicaps or provide health-related services.

១០. អាជីពការសុខាភិបាល - អាជីពនេះ: អ្នកធ្វើការត្រូវតែមើលថែទាំ ឬ ព្យាបាលអ្នកជំងឺ, អ្នករបួស និង មនុស្សពិការឬក៏ជួយ ឬ ផ្ដល់សេវាការសាធារណៈ ទៅ។

Examples: ឧទាហរណ៍:	dentist ទន្តពេទ្យ
	medical laboratory worker អ្នកធ្វើការនៅក្នុងមន្ទីរពិសោធន៍វេជ្ជ
	registered nurse គិលានុបដ្ឋាយិកា
	physician គ្រូពេទ្យ
	paramedic អ្នកបម្រើព្យាបាលអ្នកជំងឺ

11. Social Scientists - Occupations in which workers study the behavior of individuals, groups, and social institutions.

១១. វិទ្យាសាស្ត្រសង្គម - អាជីពនេះ: អ្នកធ្វើការត្រូវតែសិក្សាពិនិត្យលក្ខណៈនៃបុគ្គលម្នាក់ៗ ព្រមទាំងក្រុមនីមួយ និង ស្ថាប័នសង្គមផង

Examples: ឧទាហរណ៍:	economist អ្នកជំនាញការខាងសេដ្ឋកិច្ច
	political scientist អ្នកជំនាញការខាងនយោបាយ
	sociologist អ្នកជំនាញការខាងសង្គមកិច្ច

THIRTEEN OCCUPATIONAL FAMILIES (Cont.)
ក្រុមការងារ ១៣ ពួក (ត)

anthropologist
នរវិទូ (វិទូវិទលក្ខណៈនិងវិវត្តន៍របស់មនុស្ស)

12. Social Service Occupations - Occupations in which workers help people to solve personal and social problems.
១២. ការងារខាងសង្គមកិច្ច - ការងារទាំងនេះ អ្នកធ្វើការត្រូវចេះជួយប្រជាជនដើម្បីដោះស្រាយបញ្ហាសង្គមកិច្ច និងបញ្ហាផ្ទាល់ខ្លួន ។

Examples: social worker
ឧទាហរណ៍: បុគ្គលិកសាធារណៈ ឬសង្គម·

priest/minister/rabbi
ព្រះសង្ឃ / គ្រូស្វ័រ / អាចារ្យសាសនាយើវ

career counselor
ទីប្រឹក្សាខាងការងារ

12. Social Service Occupations (Cont.)
១២. ការងារខាងសង្គមកិច្ច (ត)

counseling psychologist
ទីប្រឹក្សាខាងចិត្តវិទ្យា

13. Performing Arts, Design, and Communications-Related Occupations - Occupations in which workers express ideas and emotions for such purposes as entertainment, construction and decoration, and the spreading of information.
១៣. ការងារខាងសិល្បៈ, គូរប្លង់ និងគមនាគមន៍ ឬ ការទាក់ទងខាងវិទ្យុផ្សាយនេះ: - ការងារទាំងនេះ: អ្នកធ្វើការត្រូវបញ្ចេញគំនិត និងការរំភើបចិត្ត ដូចជាក្នុងគោលបំណងដូចជា: ផ្តល់នូវភាពរីករាយដល់ប្រជាជន, ការសង់សំណង់, ការតុបតែង និងផ្សាយពត៌មាន ជាដើម,

Examples: musician
ឧទាហរណ៍: អ្នកតន្ត្រី

THIRTEEN OCCUPATIONAL FAMILIES (Cont.)

ក្រុមការងារ ១៣ ពួក (ត)

architect

ស្ថាបនិក

photographer

អ្នកថតរូប

newspaper reporter

អ្នកយកព័ត៌មានកាសែត

writer

អ្នកនិពន្ធ

UNIT III/LESSON 1
III-1-SHe
CAMBODIAN

MATCHING OCCUPATIONS AND OCCUPATIONAL FAMILIES

ផ្គូរការងារ និងក្រុមការងារលាយឡំគ្នា

Directions:
សេចក្តីណែនាំ:

I. Look at each group of four occupations below. In each group, three of the occupations belong to the same family; one occupation does not belong. Draw a line through the occupation that does not belong.

១. ចូរមើលក្នុងមុខរបរនីមួយៗ ក្នុងក្រុមនីមួយៗមានការងារ ៤ មុខ ។ ក្នុងមុខរបរនីមួយៗ មានបីការងារ ក្នុងមុខរបរតែមួយ ហើយមានការងារមួយមិនត្រូវគ្នា ចូរគូសបន្ទាត់ក្រោមការងារដែលមិនដូចគេ ។

II. Now pick the occupational family to which each set of three remaining occupations belongs. Write the number of the family in the space provided.

២. ចូរជ្រើសការងារទាំងបីដែលនៅសល់ ដាក់ក្នុងក្រុមដូចគ្នា ហើយបញ្ចូលក្នុងក្រុមការងារ ចូរដាក់លេខរបស់ក្រុមការងារនៅក្នុងចន្លោះ ។

____ A. physicist
អ្នករូបវិទ្យា
biologist
អ្នកជីវសាស្ត្រ
engineer
វិស្វករ
accountant
គណនេយ្យករ

____ B. elementary school teacher
គ្រូសាលាបឋមសិក្សា
university professor
សាស្ត្រាចារ្យមហាវិទ្យាល័យ
social worker
បុគ្គលិកសង្គម

____ F. chemical engineer
វិស្វករគីមី
carpenter
ជាងឈើ
bricklayer
ជាងរៀបឥដ្ឋ
plumber
ជាងបំពង់ទឹក និងទុយោ

____ G. real estate agent
ភ្នាក់ងារអចលនទ្រព្យ
travel agent
ភ្នាក់ងារទេសចរ
retail sales person
អ្នកលក់ទំនិញរាយ

MATCHING OCCUPATIONS AND OCCUPATIONAL FAMILIES (Cont.)

ការងារ និងក្រុមការងារលាយឡំគ្នា (ត)

librarian
បណ្ណារក្ស

____ C. computer operator
អ្នកការកុំព្យូទ័រ
psychologist
អ្នកចិត្តវិទ្យា
clerk/typist
ស្មៀន/អ្នកវាយអង្គុលីលេខ
accountant
គណនេយ្យករ

____ D. electronics assembler
អ្នកតំឡើងគ្រឿងអេឡិចត្រូនិក
machinist
យន្តការី
graphic artist
ជាងគូរក្រាហ្វិក
printing press operator
ជាងបោះពុម្ព

____ E. job counselor
ទីប្រឹក្សាខាងការងារ
pharmacist
ឱសថការី
doctor
គ្រូពេទ្យ
medical technologist
បច្ចេកវិទ្យាផ្នែកពេទ្យ

cosmetologist
អ្នកជំនាញការកែលំអកាត់សក់

____ H. waitress
ស្រីរត់តុ
police officer
នាយកប៉ូលិស
newspaper reporter
អ្នកយកពត៌មានកាសែត
telephone operator
អ្នកកាន់ម៉ាស៊ីនទូរស័ព្ទ

____ I. musician
អ្នកភ្លេង
pilot
អ្នកបើកបរយន្តហោះ
photographer
អ្នកថតរូប
radio announcer
អ្នកផ្សាយវិទ្យុ

____ J. truck driver
អ្នកបើកបររថយន្តធំ
auto mechanic
យន្តការីរថយន្ត
business machine repairer
ជាងពិតម៉ាស៊ីនពាណិជ្ជកម្ម
maintenance electrician
ជាងពិតម៉ាស៊ីនអគ្គិសនី

Occupational Families
ក្រុមការងារ

1. Industrial Production and Related Occupations
   ការងារផលិតផលឧស្សាហកម្ម និងការងារដែលទាក់ទងនឹងឧស្សាហកម្ម

2. Office Occupations
   ការងារការិយាល័យ

3. Service Occupations
   ការងារខាងសេវា

4. Education and Related Occupations
   ការងារខាងការសិក្សា

5. Sales Occupations
   ការងារខាងអ្នកលក់ទំនិញ

6. Construction Occupations
   ការងារខាងសំណង់

7. Occupations in Transportation Activities
   ការងារខាងសកម្មភាពការដឹកនាំ

8. Scientific and Technical Occupations
   ការងារវិទ្យាសាស្ត្រ និងបច្ចេកទេស

9. Mechanics and Repairers
   ការងារយន្តការ និងជួសជុល

10. Health Occupations
    ការងារខាងសុខាភិបាល

11. Social Scientists
    អ្នកជំនាញការខាងសង្គមវិទូ

Occupational Families (Cont.)

ក្រុមការងារ (ត)

12. Social Service Occupations
ការងារខាងកិច្ចការសង្គម។

13. Performing Arts, Design, and Communications-Related Occupations
ការងារខាងសិល្បៈ, គូររូប និង គមនាគម ឬការទាក់ទងខាងវិជ្ជាជីវៈ

OCCUPATIONAL FAMILIES GAME
ល្បែងក្រុមអាជីពផ្សេងៗ

automobile assembler ជាងតំឡើងរថយន្ត	electrical engineer វិស្វករអគ្គិសនី
boiler operator អ្នកកាន់គ្រឿងប្រដាប់ស្ងោរ	geologist ភូគព្ភវិទូ
typist អ្នកវាយអង្គុលីលេខ	drafter ជាងគូរប្លង់
bank manager អ្នកចាត់ការធនាគារ	auto mechanic យន្តការី
computer operator អ្នកកាន់កុំព្យូទ័រ	telephone installer អ្នកតំឡើងគ្រឿងទូរសព្ទ
waitress ស្រីរត់តុ	dentist ទន្តពេទ្យ
police officer នាយតម្រួត	medical laboratory worker អ្នកធ្វើការនៅក្នុងមន្ទីរពិសោធន៍
college professor សាស្ត្រាចារ្យវិទ្យាល័យ	registered nurse គិលានុបដ្ឋាយិកា
library aide អ្នកជំនួយបណ្ណាគារ	economist អ្នកជំនាញការខាងសេដ្ឋកិច្ច

OCCUPATIONAL FAMILIES GAME (Cont.)

ល្បែងក្រុមអាជីពការងារ (ត)

real estate agent ភ្នាក់ងារលក់ដីផ្ទះ	sociologist អ្នកជំនាញការខាងសង្គមវិទ្យា
grocery clerk ស្មៀនក្នុងហាងលក់គ្រឿងទេស	priest សាស្ត្រាសង្ឃ
carpenter ជាងឈើ	job counselor ទីប្រឹក្សាខាងការងារ
plumber ជាងបំពង់ទឹកនិងលូ	musician អ្នកតន្ត្រី
truck driver អ្នកបើកបររថយន្តដឹក	architect ស្ថាបនិក
railroad engineer អ្នកបើករទេះភ្លើង	newspaper reporter អ្នកយកព័ត៌មានកាសែត

CASE STUDY: NALEE V.
TRƯỜNG HỢP ĐIỂN HÌNH : NALEE V.

Nalee V. is a 21-year-old Laotian woman. When she arrived in the United States, she had completed most of her high school education at a French school in Vientiane. Her English was quite good since she had studied English for three years in Laos. After three months of intensive ESL classes, she wanted a job.

Nalee V. là một phụ nữ Lào 21 tuổi. Khi đến Hoa-Kỳ, cô ta đã theo học gần hết chương trình trung học tại một trường Pháp ở Vientiane. Khả năng tiếng Anh của cô ta khá giỏi vì Nalee đã học tiếng Anh ba năm tại Lào. Sau ba tháng theo học các lớp tiếng Anh cấp tốc, cô ta muốn có việc làm.

According to her community college counselor, she needed to do some career exploration first. "You should learn about the various occupational families that exist, Nalee, and some of the occupations in each one," said her counselor. You should find out about the knowledge, abilities, interests, and work values that make a person successful in different occupations. You should also find out what kinds of occupational training you will need for various jobs."

Theo như người cố vấn ở đại học cộng đồng mà cô theo học thì Nalee cần phải tìm hiểu về nghề nghiệp trước đã. Ông ta nói : " Nalee, cô phải biết về những nhóm công việc hiện có và một số công việc trong mỗi nhóm. Cô phải tìm hiểu về kiến thức, khả năng, sự quan tâm và những giá trị làm việc khiến cho một người có thể thành công trong nhiều công việc. Cô cũng phải tìm biết loại huấn nghệ cần cho cô trong các công việc khác nhau."

Nalee decided she would enroll in a career guidance class at the community college. She'd also visit

Nalee quyết định theo học lớp hướng dẫn nghề nghiệp tại đại học cộng đồng.

CASE STUDY: NALEE V. (Cont.)

TRƯỜNG HỢP ĐIỂN HÌNH : NALEE V. (tiếp theo)

the career center and use the career resources that were available there. She decided to interview several people who had full-time jobs and to try to get some field experience in an occupation that interested her. In this way she could find out about specific tasks required on different jobs and discover what working conditions and salaries were like. She also wanted to collect information that would help her later if she decided to make a career change.

Cô ta cũng đến Trung tâm Nghề nghiệp và xử dụng những nguồn tin tức về nghề nghiệp có ở đó. Cô ta quyết định phỏng vấn nhiều người có việc làm toàn thời gian và cố thu thập một số kinh nghiệm tại chỗ về một nghề mà cô quan tâm. Bằng cách này, cô có thể biết được những nhiệm vụ đặc biệt đòi hỏi bởi những công việc khác nhau và khám phá ra điều kiện làm việc, lương bổng như thế nào . Nalee cũng muốn thu thập những tin tức cần thiết dành cho trường hợp muốn thay đổi nghề nghiệp về sau.

CAREER EXPLORATION VOCABULARY DEFINITIONS

ĐỊNH NGHĨA NGỮ VỰNG TÌM HIỂU NGHỀ NGHIỆP

1. career center: trung tâm nghề nghiệp:	a place that contains a collection of information about occupations nơi chứa một sưu tập tin tức về công việc làm
2. career change: thay đổi nghề nghiệp:	the art of moving from one occupation to another nghệ thuật đổi từ công việc này sang công việc khác
3. career exploration: tìm hiểu nghề nghiệp	the study of occupations and the characteristics of workers who are in these occupations sự tìm hiểu về những việc làm và đặc tính của nhân công làm những việc đó
4. career resources: tin tức nghề nghiệp:	people, organizations, and printed and audiovisual materials that provide occupational information người, tổ chức, tài liệu in và thính thị cung cấp tin tức về việc làm
5. employee: người làm công :	a person that works for another person or company for wages một người làm việc cho một người khác hay một công ty để lãnh tiền công
6. employer: chủ nhân :	a person or company that hires and pays a worker một người hay một công ty thuê và trả lương một nhân công
7. field experience: tập sự :	personal participation in the world of work (often short-term) sự tham dự cá nhân vàothế giới làm việc (thường là ngắn hạn)
8. interview: phỏng vấn :	to meet with another person in order to obtain informaton about a certain topic gặp một người khác để thu thập tin tức về một vấn đề nào đó
9. job description: mô tả công việc :	a summary of what a worker does in a certain job một tóm lược những gì một nhân công phải làm trong một công việc nào đó
10. occupation families: nhóm công việc :	groupings of occupations that are similar. những nhóm của các việc làm tương tự
11. objective: khách quan :	expressing facts, not opinions sự kiện chính xác

CAREER EXPLORATION VOCABULARY DEFINITIONS (Cont.)
ĐỊNH NGHĨA NGỮ VỰNG TÌM HIỂU NGHỀ NGHIỆP (tiếp theo)

12.	occupational training: huấn nghệ :	education that prepares an individual for a job sự giáo dục nhằm chuẩn bị cho một người để đi làm
13.	salary: lương bổng :	the money received from an employer for work performed số tiền nhận được từ chủ nhân do công việc đã làm
14.	subjective: chủ quan :	expressing personal reactions and feelings, not necessarily facts. những cảm giác và phản ứng cá nhân, khong can thiet phai la su kien
15.	task: nhiệm vụ :	a specific piece of work performed on a job một việc làm phải thực hiện trong một công việc
16.	working conditions: điều kiện làm việc :	the physical and social environment in which a person works bối cảnh vật chất và xã hội trong đó con người làm việc

REVIEW WORDS
ÔN NGỮ VỰNG

1.	ability	khả năng
2.	career	nghề nghiệp
3.	interests	quan tâm
4.	job	công việc
5.	knowledge	kiến thức
6.	lifestyle	cách thức sống
7.	occupation	việc làm

CAREER EXPLORATION VOCABULARY DEFINITIONS (Cont.)
ĐINH NGHĨA NGỮ VỰNG TÌM HIỂU NGHỀ NGHIỆP (tiếp theo)

8. skills
kỹ năng

9. work values
giá trị làm việc

UNIT III/LESSON 1
III-1-SHc
VIETNAMESE

____
Name

CAREER EXPLORATION VOCABULARY CHECK
KIỂM LẠI NGỮ VỰNG TÌM HIỂU NGHỀ NGHIỆP

1. objective
   Khach quan

2. interview
   phỏng vấn

3. career change
   thay đổi nghề nghiệp

4. employee
   người làm công

5. task
   nhiệm vụ

6. salary
   lương bổng

7. career resources
   tin tức về nghề nghiệp

8. subjective
   chủ quan

9. occupational training
   huấn nghệ

10. employer
    chủ nhân

11. career center
    trung tâm nghề nghiệp

12. working conditions
    điều kiện làm việc

13. job description
    mô tả công việc

CAREER EXPLORATION VOCABULARY CHECK (Cont.)
KIỂM LẠI NGỮ VỰNG TÌM HIỂU NGHỀ NGHIỆP (tiếp theo)

14. occupational families
    những nhóm công việc

15. field experience
    tập sự

16. career exploration
    tìm hiểu nghề nghiệp

THIRTEEN OCCUPATIONAL FAMILIES
MƯỜI BA NHÓM CÔNG VIỆC (tiếp theo)

1. Industrial Production and Related Occupations - Occupations in which workers are involved in the mass production of goods, primarily in factories:
   Những công việc sản xuất kỹ nghệ và các công việc liên hệ - Những công việc trong đó nhân công liên hệ đến việc sản xuất hàng loạt hàng hóa, thường là trong các nhà máy.

   Examples:
   Thí dụ :

   automobile assembler
   thợ ráp xe hơi

   electronic assembler
   thợ ráp điện tử

   printer
   thợ in

   boiler operator
   thợ coi thùng hơi

2. Office Occupations - Occupations in which workers perform clerical, administrative, financial, and legal tasks for businesses.
   Những công việc văn phòng - Những công việc trong đó nhân công làm các nhiệm vụ thư ký, hành chánh, tài chánh và pháp lý cho doanh nghiệp.

   Examples:
   Thí dụ :

   typist
   đả tự viên

   computer operator
   điều khiển máy điện toán

   bank manager
   quản lý nhà băng

   insurance claim representative
   đại diện bảo hiểm

   lawyer
   luật sư

THIRTEEN OCCUPATIONAL FAMILIES (Cont.)
MƯỜI BA NHÓM CÔNG VIỆC (tiếp theo)

3. Service Occupations - Occupations in which workers help individuals fill personal needs in such areas as food preparation, care and protection of belongings, dress and physical appearance, and recreation.
Những công việc cung cấp dịch vụ - Những công việc trong đó nhân công giúp người khác đáp ứng các đòi hỏi cá nhân như làm thức ăn, săn sóc và bảo vệ tài sản, quần áo và bề ngoài, giải trí.

Examples: waitress
Thí dụ : chiêu đãi viên

housecleaner
lau chùi nhà cửa

beautician
chuyên viên thẩm mỹ

police officer
cảnh sát viên

health spa instructor
chỉ dẫn viên ở viện thể dục

4. Education and Related Occupations - Occupations relating to teaching and training students of all ages.
Những công việc về giáodục và liên hệ - Nhữngcông việc liên quan đến sự giảng dạy và huấn luyện cho mọi sinh viên ở mọi lứa tuổi.

Examples: elementary school teacher
Thí dụ : giáo viên tiểu học

college professor
giáo sư đại học

library aide
phụ tá thư viện

trainer in industry
huấn luyện viên trong ngành kỹ nghệ

5. Sales Occupations - Occupations related to the distribution of products to all kinds of customers such as industry, business, and individuals.
Những công việc bán hàng - Những công việc liênquan đến sự phân phối sản phẩm cho đủ loại khách hàng như kỹ nghệ, doanh nghiệp, cá nhân.

5. Sales Occupations (Cont.)
Những công việc bán hàng (tiếp theo)

Examples: automobile salesperson
Thí dụ : người bán xe hơi

grocery clerk
người bán tạp hóa

real estate agent
người đại diện địa ốc

business machine salesperson
người bán máy doanh nghiệp

6. Construction Occupations - Occupations in which workers build and repair homes, office buildings, and other structures such as highways and airports.
Những công việc xây cất- Những công việc trong đó nhân công xây nền và sửa chữa nhà cửa, văn phòng và các kiến trúc khác như xa lộ, phi trường.

Examples: carpenter
Thí dụ : thợ mộc

construction electrician
thợ điện kiến trúc

plumber
thợ ống

mason
thợ nề

7. Occupations in Transportation Activities - Occupations in which workers operate or repair vehicles or provide related services.
Những công việc về vận chuyển - Những công việc trong đó nhân công điều khiển và sửa chữa xe cộ hay cung cấp các dịch vụ liên hệ.

Examples: air traffic controller
Thí dụ : kiểm soát viên không lưu

railroad engineer
kỹ sư hỏa xa

truck driver
tài xế xe vận tải

flight attendant
chiêu đãi hàng không

airline pilot
phi công dân sự

THIRTEEN OCCUPATIONAL FAMILIES (Cont.)
MƯỚI BA NHÓM NGHỀ NGHIỆP (tiếp theo)

8. Scientific and Technical Occupations - Occupations in which workers use science and math to solve problems and design new products and processes.
Nhưng công việc về khoa học và kỹ thuất- nhưng công viéc trong đó nhấn công sử dụng khoa học vá toán học để giải quyết vấn đề và phác họa sản phẩm và nhưng thủ tục lám việc mới.

Examples: electrical engineer
Thí du kỹ sư điện

geologist
chuyên viên địa chất

drafter
họa viên

chemist
chuyên viên hóa học

9. Occupations of Mechanics and Repairers - Occupations related to maintaining and fixing all kinds of devices and machines.
Thở máy và thợ sửa- nhưng công việc liên quan đến việc bảo trì và sửa chữa mọi loại máy móc.

Examples: auto mechanic
Thí dụ : thở máy xe hơi

telephone installer
thở lắp điện thoại

watch repairer
thở sửa đồng hồ

small appliance repairer
thở sửa máy gia dụng nhỏ

10. Health Occupations - Occupations in which workers care for individuals with sicknesses, injuries, and handicaps or provide health-related services.
Nhưng công việc Y tế - nhưng công việc trong đó nhân công săn sóc cho các người mắc bệnh, bị thương, tàn tật hoặc cung ứngnhưng dịch vụ liên quan đến y tế.

Examples: dentist
Thí du : nha sĩ

THIRTEEN OCCUPATIONAL FAMILIES (Cont.)
MƯỜI BA NHÓM CÔNG VIỆC (tiếp theo)

10. Health Occupations (Cont.)
Những công việc Y tế (tiếp theo)

medical laboratory worker
nhân viên phòng thí nghiệm y tế

registered nurse
y tá

physician
bác sĩ

paramedic
cứu thương

11. Social Science Occupations - Occupations in which workers study the behavior of individuals, groups, and social institutions.
Những chuyên gia khoa học xã hội- những công việc trong đó người làm việc nghiên cứu về tác phong của cá nhân, nhóm và các định chế xã hội.

Examples:
Thí dụ:

economist
chuyên viên kinh tế

political scientist
chuyên viên khoa học chính trị

sociologist
chuyên viên xã hội

anthropologist
chuyên viên nhân chủng

12. Social Service Occupations - Occupations in which workers help people to solve personal and social problems.
Những công việc cung cấp dịch vụ xã hội- những công việc trong đó nhân công giúp người khác giải quyết những khó khăn về cá nhân và xã hội.

Examples:
Thí dụ :

social worker
cán sự xã hội

priest/minister/rabbi
linh mục / mục sư / giáo sĩ rabbi

career counselor
cố vấn nghề nghiệp

THIRTEEN OCCUPATIONAL FAMILIES (Cont.)
MƯỜI BA NHÓM CÔNG VIỆC (tiếp theo)

12. Social Service Occupations (Cont.)
Những công việc cung cấp dịch vụ xã hội -

counseling psychologist
chuyên viên cố vấn tâm thần

13. Performing Arts, Design, and Communications-Related Occupations - Occupations in which workers express ideas and emotions for such purposes as entertainment, construction and decoration, and the spreading of information.
Những công việc liên quan đến nghệ thuật, họa kiểu và truyền thông- những công việc trong đó nhân công diễn tả ý tưởng, cảm xúc nhằm mục đích giải trí, kiến trúc, trang hoàng và phổ biến tin tức.

Examples: Thí dụ :	musician nhạc công
	architect kiến trúc sư
	photographer chuyên viên nhiếp ảnh
	newspaper reporter thông tín viên báo chí
	writer văn sĩ

MATCHING OCCUPATIONS AND OCCUPATIONAL FAMILIES
GHÉP CÁC CÔNG VIỆC VÀO CÁC NHÓM CÔNG VIỆC

Directions:
Chỉ dẫn :

I. Look at each group of four occupations below. In each group, three of the occupations belong to the same family; one occupation does not belong. Draw a line through the occupation that does not belong.
Nhìn vào mỗi nhóm của bốn công việc dưới đây. Trong mỗi nhóm chỉ có ba công việc cùng thuộc vào một nhóm. Gạch ngang công việc không thuộc cùng nhóm.

II. Now pick the occupational family to which each set of three remaining occupations belongs. Write the number of the family in the space provided.
Bây giờ hãy chọn nhóm công việc mà ba công việc còn lại thuộc về. Viết số của nhóm đó vào khoảng chừa trống.

____ A. physicist
chuyên viên vật lý
biologist
chuyên viên thực vật
engineer
kỹ sư
accountant
kế toán viên

____ B. elementary school teacher
giáo viên tiểu học
university professor
giáo sư đại học
social worker
cán sự xã hội
librarian
nhân viên thư viện

____ C. computer operator
điều khiển máy điện toán
psychologist
chuyên viên tâm lý
clerk/typist
thư ký / đả tự viên
accountant
kế toán viên

____ F. chemical engineer
kỹ sư hóa học
carpenter
thợ mộc
bricklayer
thợ xây gạch
plumber
thợ ống

____ G. real estate agent
đại diện địa ốc
travel agent
đại diện du lịch
retail sales person
người bán hàng lẻ
cosmetologist
chuyên viên thẩm mỹ

____ H. waitress
chiêu đãi viên
police officer
cảnh sát viên
newspaper reporter
thông tin viên báo chí
telephone operator
hiệu thính viên điện thoại

MATCHING OCCUPATIONS AND OCCUPATIONAL FAMILIES (Cont.)
GHÉP CÁC CÔNG VIỆC VÀO CÁC NHÓM CÔNG VIỆC (tiếp theo)

____ D. electronics assembler
thợ ráp nối điện tử
machinist
thợ tiện
graphic artist
nghệ sĩ phác họa
printing press operator
thợ máy in

____ E. job counselor
cố vấn tìm việc
pharmacist
dược sĩ
doctor
bác sĩ
medical technologist
kỹ thuật viên y tế

____ I. musician
nhạc công
pilot
phi công
photographer
chuyên viên nhiếp ảnh
radio announcer
xướng ngôn viên truyền thanh

____ J. truck driver
tài xế xe vận tải
auto mechanic
thợ máy xe hơi
business machine repairer
thợ sửa máy văn phòng
maintenance electrician
thợ bảo trì điện

* * * * *

Occupational Families
Những nhóm công việc

1. Industrial Production and Related Occupations
   Những công việc sản xuất kỹ nghệ và liên hệ
2. Office Occupations
   Những công việc văn phòng
3. Service Occupations
   Những công việc cung cấp dịch vụ
4. Education and Related Occupations
   Những công việc liên hệ đến giáo dục
5. Sales Occupations
   Những công việc về bán hàng
6. Construction Occupations
   Những công việc về xây cất
7. Occupations in Transportation Activities
   Những công việc về vận chuyển

Occupational Families (Cont.)
Những nhóm công việc (tiếp theo)

8. Scientific and Technical Occupations
Những công việc về khoa học và kỹ thuật

9. Mechanics and Repairers
Thợ máy và thợ sửa chữa

10. Health Occupations
Những công việc Y tế

11. Social Scientists
Những chuyên viên xã hội

12. Social Service Occupations
Những công việc cung cấp dịch vụ xã hội

13. Performing Arts, Design, and Communications-Related Occupations
Những công việc liên quan đến nghệ thuật, họa kiểu và truyền thông

OCCUPATIONAL FAMILIES GAME
TRÒ CHƠI VỀ NHỮNG NHÓM CÔNG VIỆC

automobile	thợ ráp xe hơi
boiler operator	thợ trông coithùng hơi
typist	đả tự viên
bank manager	quản lý nhả bằng
computer operator	điều khiển máy điện toán
waitress	chiếu đãi viến
police officer	cảnh sát viến
college professor	giáo sư đại học
library aide	phụ tá thư viên
real estate agent	đại diến địa ốc
grocery clerk	bán hàng tạp hóa
carpenter	thợ mộc
plumber	thợ ống
truck driver	tài xế xe vận tải
railroad engineer	kỹ sư hỏa xa
electrical engineer	kỹ sư điện
geologist	chuyến viến địa chất
drafter	họa viên
auto mechanic	thợ máy xe hơi
telephone installer	thợ lảp điện thoại
dentist	nha sĩ
medical laboratory worker	nhân công phòng thí nghiệm y tế
registered nurse	y tá
economist	chuyến viên kinh tế
sociologist	chuyên viên xã hội
priest	linh mục
job counselor	cố vấn tìm việc
musician	nhạc công
architect	kiến trúc sư
newspaper reporter	thông tin viên báo chí

CASE STUDY: NALEE V.

ກໍຣະນີການຮຽນ.

Nalee V. is a 21-year-old Laotian woman. When she arrived in the United States, she had completed most of her high school education at a French school in Vientiane. Her English was quite good since she had studied English for three years in Laos. After three months of intensive ESL classes, she wanted a job.

ເນລີວີ ເປັນຜູ້ຍິງລາວອາຍຸ ໒໑ ປີ. ລາວໄດ້ຮັບການສຶກສາສ່ວນຫລວງ ມາຈາກໂຮງຮຽນມັດທະຍົມ ຝຣັ່ງເສດ. ຢູ່ວຽງຈັນ ກ່ອນລາວມາເຖິງສະຫະຣັດ. ພາສາອັງກິດ ຂອງລາວກໍດີຫລາຍ ເພາະວ່າ: ລາວໄດ້ຮຽນພາສາອັງກິດ ຢູ່ເມືອງລາວ ໓ ປີ. ຫລັງຈາກລາວຕັ້ງໃຈຮຽນຢູ່ຫ້ອງ ESL ສາມເດືອນ ແລ້ວ ລາວຢາກໄດ້ການ.

According to her community college counselor, she needed to do some career exploration first. "You should learn about the various occupational families that exist, Nalee, and some of the occupations in each one," said her counselor. You should find out about the knowledge, abilities, interests, and work values that make a person successful in different occupations. You should also find out what kinds of occupational training you will need for various jobs."

ຕາມທີ່ຜູ້ອົບຮົມຢູ່ທີ່ວິທະຍາໄລບອກວ່າ, ກ່ອນອື່ນລາວຄວນຈະຕ້ອງສຳຣວດຟ່າຍອາຊີບເສັຽກ່ອນ. ເຈົ້າຄວນຈະຮຽນກ່ຽວກັບວິຊາອາຊີບຫລາຍຈຳນວນທີ່ມີຢູ່ນີ້, ເນລີ ແລ້ວຕ້ອງເປັນວິຊາອາຊີບແຕ່ລະອັນຈາກຈຳນວນທີ່ມີ, ຜູ້ອົບຮົມເວົ້າຕໍ່ລາວ. ເຈົ້າຕ້ອງຄົ້ນຄວ້າກ່ຽວກັບຄວາມຮູ້ ຄວາມສາມາດ ຄວາມສົນໃຈ ແລະ ຄວາມສຳຄັນຂອງວຽກການທີ່ເຮັດໃຫ້ຄົນຜູ້ນຶ່ງພົບຄວາມສຳເຣັດໃນ ດ້ານການຕ່າງອາຊີບ. ເຈົ້າຄວນຈະຄົ້ນຄວ້າຊອກເບິ່ງວ່າ: ຈະຝຶກຝົນວິຊາອາຊີບໃດ ທີ່ຈະຕ້ອງການພ້ອມກັບເຮັດການຕ່າງໆ.

Nalee decided she would enroll in a career guidance class at the community college. She'd also visit

ເນລີໄດ້ຕັດສິນໃຈໄປຮຽນຢູ່ຫ້ອງການອາຊີບ ຢູ່ທີ່ວິທະຍາໄລ. ລາວໄດ້ໄປສູນການຟ່າຍອາຊີບ. ແລະແລ້ວ ລາວກໍໄດ້ໄດ້

CASE STUDY: NALEE V. (Cont.)
ກໍຣະນີການຮຽນ (ຕໍ່)

the career center and use the career resources that were available there. She decided to interview several people who had full-time jobs and to try to get some field experience in an occupation that interested her. In this way she could find out about specific tasks required on different jobs and discover what working conditions and salaries were like. She also wanted to collect information that would help her later if she decided to make a career change.

ສູນການອາຊີບທີ່ມີຢູ່ໃນຫັ້ນ. ລາວໄດ້ຕັດສິນໃຈໄປສຳພາດຄົນທີ່ເຮັດການເຕັມຊົ່ວໂມງ ເພື່ອຄວາມຊຳນານທີ່ດີໃນອາຊີບທີ່ລາວສົນໃຈນັ້ນ. ໃນທາງນີ້ລາວສາມາດຮູ້ວຽກການອັນໃດໆທີ່ແຕກຕ່າງກັນ ແລະຄົນຄົ້ວເຫັນວ່າ ສະພາບຂອງວຽກການ ແລະຂັ້ນເງິນເດືອນເທົ່າໃດ. ລາວຍັງຕ້ອງການເກັບຂ່າວນັ້ນໄວ້ຢູ່ ເພື່ອຈະຊ່ວຍລາວໃນເວລາສຸດທ້າຍ ຖ້າວ່າລາວຕັດສິນໃຈປ່ຽນອາຊີບ.

CAREER EXPLORATION VOCABULARY DEFINITIONS

ການແປຄຳສັບຂອງການຄົ້ນຄວ້າວິຊາອາຊີພ

1. **career center**: a place that contains a collection of information about occupations
ສູນກາງວິຊາອາຊີບ — ເປັນບ່ອນນຶ່ງທີ່ບັນຈຸເກັບກຳຂ່າວກ່ຽວກັບວິຊາອາຊີບ

2. **career change**: the art of moving from one occupation to another
ປ່ຽນວິຊາອາຊີບ — ເປັນສິລປະນັ້ນນຶ່ງທີ່ປ່ຽນຈາກວິຊາອາຊີບນຶ່ງໄປເປັນວິຊາອາຊີບອື່ນ

3. **career exploration**: the study of occupations and the characteristics of workers who are in these occupations
ການຄົ້ນຄວ້າວິຊາອາຊີບ — ການຮຽນຮູ້ຂອງວິຊາອາຊີບແລະລັກສະນະຂອງກັມມະກອນ ຜູ້ທີ່ຢູ່ໃນວິຊາອາຊີບ
ເລົ່າ ນີ້

4. **career resources**: people, organizations, and printed and audiovisual materials that provide occupational information
ຊ່ອງທາງວິຊາອາຊີບ — ປະຊາຊົນ, ຄະນະ ໜັງສືທີ່ພິມ ທີ່ໃຫ້ຮູ້ກ່ຽວກັບວິຊາອາຊີບ

5. **employee**: a person that works for another person or company for wages
ພນັກງານ — ເປັນຄົນຜູ້ນຶ່ງເຮັດການໃຫ້ຜູ້ອື່ນ ຫຼືໃຫ້ຄ່າຈ້າງຈາກບໍຣິສັດ

6. **employer**: a person or company that hires and pays a worker
ນາຍຈ້າງ — ເປັນຄົນຜູ້ນຶ່ງເຮັດການໃຫ້ຜູ້ອື່ນ ຫຼືໄດ້ຄ່າຈ້າງຈາກບໍຣິສັດ.

7. **field experience**: personal participation in the world of work (often short-term)
ຄວາມຊຳນານໃນວຽກ — ເຮັດວຽກດ້ວຍສ່ວນຕົວ (ສ່ວນມາກໃນຣະຍະສັ້ນ

8. **interview**: to meet with another person in order to obtain informaton about a certain topic
ຄວາມສັມພາດ — ໄປພົບກັບຜູ້ອື່ນ ເພື່ອຈະໄດ້ຂ່າວກ່ຽວກັບ
ສິ່ງໃດສິ່ງນຶ່ງ

9. **job description**: = a summary of what a worker does in a certain job
ການບັນລະບາຍຂອງວຽກການ — ເວົ້າເປັນໃຈຄວາມຂອງວຽກການຂອງຄົນງານ

10. **occupation families**: groupings of occupations that are similar.
ວິຊາອາຊີບຕ່າງໆ — ຮວມເອົາ ຂອງວິຊາອາຊີບ ທີ່ຄືກັນ

11. **objective**: expressing facts , not opinions.
ຫັກທ່ຽງ — ສແດງຄວາມຈິງ , ບໍ່ແມ່ນຄວາມຄິດ

CAREER EXPLORATION VOCABULARY DEFINITIONS (Cont.)
ການແປຄຳສັບ ແລະ ການຄົ້ນຄວ້າ ວິຊາອາຊີບ (ຕໍ່.)

12. occupational training: education that prepares an individual for a job
ຝຶກຝົນວິຊາອາຊີບ ການສຶກສາ ນັ້ນໃຫ້ຜູ້ໃດຜູ້ໜຶ່ງ ກຽມພ້ອມ ເພື່ອຈະເຮັດການ

13. salary: the money received from an employer for work performed
ເງິນເດືອນ ໄດ້ຮັບເງິນ ຈາກ ນາຍຈ້າງ ຜູ້ໜຶ່ງ ທີ່ໄດ້ເຮັດວຽກໃຫ້.

14. subjective: expressing personal reactions and feelings, not necessarily facts.
ຈິດວິສັຍ ການສແດງ ຄວາມຄິດ ແລະ ຄວາມຮູ້ສຶກ. ບໍ່ວ່າເປັນເປັນຄວາມຈິງ

15. task: a specific piece of work performed on a job
ວຽກການ ເຈາະຈົງ ສ່ວນໜຶ່ງ ຂອງວຽກການ

16. working conditions: the physical and social environment in which a person works
ສພາບການງານ ສຖານທີ່ ແລະ ສັງຄົມ ຮວມກັນໃນ ບ່ອນໃດ ບ່ອນໜຶ່ງ ທີ່ຄົນ
ຜູ້ນັ້ນ ເຮັດວຽກການ

REVIEW WORDS
ຄໍາລົ້ນຄົ້ນ

1. ability
ຄວາມສາມາດ
2. career
ອາຊີບ
3. interests
ຄວາມສົນໃຈ
4. job
ວຽກການ
5. knowledge
ຄວາມຮູ້
6. lifestyle
ຖານະ
7. occupation
ວິຊາອາຊີບ

UNIT III/LESSON 1
III-1-SHb
LAOTIAN

CAREER EXPLORATION VOCABULARY DEFINITIONS (Cont.)

ການແປຄໍາສັບ ຂອງການຄົ້ນຄວ້າວິຊາອາຊີບ (ຕໍ່.)

8. skills
   ຄົນ ຝີມື
9. work values
   ຄຸນຄ່າຂອງວຽກການ

____
Name
ຊື່

CAREER EXPLORATION VOCABULARY CHECK

ການກວດຄຳສັບ ຂອງການຄົ້ນຄວ້າ ອາຊີບ

1. objective
ທິດ ທັງ
2. interview
ສຳພາດ
3. career change
ການປ່ຽນ ອາຊີບ
4. employee
ພນັກງານ
5. task
ການງານ
6. salary
ເງິນເດືອນ
7. career resources
ຊ່ອງທາງອາຊີບ
8. subjective
(ເຊີງ) ວິທະວິສັຍ
9. occupational training
ການ ຝຶກ ຝົນ ວິຊາ ອາຊີບ
10. employer
ນາຍຈ້າງ
11. career center
ສູນກາງ ອາຊີບ
12. working conditions
ສພາບ ການງານ
13. job description
ການ ບັນລະ ຍາຍ ການງານ

CAREER EXPLORATION VOCABULARY CHECK (Cont.)
ການກວດຄຳສັບຂອງການຄົ້ນຄວ້າອາຊີບ (ຕໍ່)

14. occupational families
    ຊີງາ ອາຊີບ ຈຳນວນທົ່ວໄປ
15. field experience
    ຄວາມຊຳນານ
16. career exploration
    ການຄົ້ນຄວ້າໃນອາຊີພ

THIRTEEN OCCUPATIONAL FAMILIES

ວິຊາອາຊີບຮວມກັນ 13 ຢ່າງ (ຕໍ່)

1. Industrial Production and Related Occupations - Occupations in which workers are involved in the mass production of goods, primarily in factories: ການປະດິດອຸດສາຫະກັມ ແລະ ທີ່ກ່ຽວກັບວິຊາອາຊີບ - ວິຊາອາຊີບໂດຍທີ່ທຳງານ ໄດ້ປະດິດສິນຄ້າອອກມາຫຼາຍ, ໂດຍສະເພາະຢູ່ໂຮງງານ

   Examples: automobile assembler
   ຕົວຢ່າງ ຜູ້ປະກອບຣົດຍົນ
   electronic assembler
   ຜູ້ປະກອບເຄື່ອງໄຟຟ້າ
   printer
   ຜູ້ພິມໜັງສື
   boiler operator
   ຜູ້ຕົ້ມອາຍນ້ຳຮ້ອນ

2. Office Occupations - Occupations in which workers perform clerical, administrative, financial, and legal tasks for businesses.
   ວິຊາອາຊີບໃນຫ້ອງການ - ວິຊາອາຊີບທີ່ທຳງານເສມຽນ ດ້ານເງິນ, ການກັບ, ສະໝຸດບັນຊີ ແລະ ກ່ຽວກັບກົດໝາຍການຄ້າ

   Examples: typist
   ຕົວຢ່າງ ນັກພິມດີດ
   computer operator,
   ຜູ້ຄວບຄຸມເຄື່ອງໂອໂຕແມັດ
   bank manager
   ທະນາຄານພານິດ
   insurance claim representative
   ນາຍໜ້າປະກັນໄພ
   lawyer
   ທະນາຍຄວາມ

THIRTEEN OCCUPATIONAL FAMILIES (Cont.)
ວິຊາອາຊີບ ຮວມກັນ 13 ຢ່າງ (ຕໍ່)

3. Service occupations - Occupations in which workers help individuals fill personal needs in such areas as food preparation, care and protection of belongings, dress and physical appearance, and recreation.
ວິຊາອາຊີບ ໃນການ ຮັບໃຊ້ - ວິຊາອາຊີບ ກ່ຽວກັບ ກັມມະກອນ ທີ່ ຕ້ອງໄດ້ ຮັບໃຊ້ ຄົນອື່ນ. ໃນການ ຕຽມອາຫານ, ຮັກສາ ແລະ ປ້ອງກັນ ສິ່ງຂອງ, ເສີມສວຍ, ແລະ ໃຫ້ການ ບັນເທີງ ໃຈ.

Examples: ຕົວຢ່າງ	waitress ຍິງ ຮັບໃຊ້
	housecleaner ຜູ້ຮັກສາ ຄວາມສະອາດ ເຮືອນ
	beautician ຄົນ ເສີມ ສວຍ
	police officer ເຈົ້າໜ້າທີ່ ຕຳຣວດ.
	health spa instructor ຜູ້ສອນ ການບໍລິຫານ.

4. Education and Related Occupations - Occupations relating to teaching and training students of all ages.
ການສຶກສາ ກ່ຽວກັບ ວິຊາອາຊີບ - ການວິຊາອາຊີບ ນີ້ ກ່ຽວກັບ ການສອນ ຝຶກຝົນ ນັກຮຽນ ທຸກໆ ວັຍ.

Examples: ຕົວຢ່າງ	elementary school teacher ນາຍຄູສອນໂຮງຮຽນ ຮຽນປະຖົມສຶກສາ
	college professor ອາຈານສອນໂຮງຮຽນວິທຍາໄລ
	library aide ຜູ້ຊ່ວຍ ຫໍສະມຸດ
	trainer in industry ຜູ້ສອນໃນດ້ານ ອຸດສະຫະກັມ

5. Sales Occupations - Occupations related to the distribution of products to all kinds of customers such as industry, business, and individuals.
ວິຊາອາຊີບ ດ້ານ ຂາຍ - ວິຊາອາຊີບ ທີ່ ກ່ຽວກັບ ແຈກຢາຍ ສິນຄ້າ ໄປຫາລູກຄ້າ, ຄືການ ອຸດສະຫະກັມ, ການຄ້າ, ແລະ ສ່ວນຕົວ.

5. Sales Occupations (Cont.)
ວິຊາອາຊີບ ຄ້າຂາຍ (ຕໍ່.)

Examples: automobile salesperson
ຕົວຢ່າງ ພະນັກງານ ຂາຍ ລົດຍົນ

grocery clerk
ພະນັກງານ ຂາຍ ເຄື່ອງກິນ

real estate agent
ນາຍໜ້າ ຂາຍເຮືອນ

business machine salesperson
ຄົນ ຂາຍ ເຄື່ອງຈັກໃນຫ້ອງການ

6. Construction Occupations - Occupations in which workers build and repair homes, office buildings, and other structures such as highways and airports.
ວິຊາອາຊີບ ການກໍ່ສ້າງ - ວິຊາອາຊີບ ກ່ຽວກັບ ຄົນງານ ແປງ ຫຼື ສ້າງ ອາຄານ ບ້ານເຮືອນ ແລະ ຕຶກ
ໃຫຍ່ ອື່ນໆ ເຊັ່ນ: ທາງ ຖະໜົນໃຫຍ່ ແລະ ສະໜາມບິນ.

Examples: carpenter
ຕົວຢ່າງ ຊ່າງໄມ້

construction electrician
ຊ່າງໄຟຟ້າ ຝ່າຍ ກໍ່ສ້າງ

plumber
ຜູ້ ແປງ ທໍ່ນ້ຳ

mason
ຊ່າງ ກໍ່ເຮືອນ

7. Occupations in Transportation Activities - Occupations in which workers operate or repair vehicles or provide related services.
ວິຊາອາຊີບ ໃນ ການ ຂົນສົ່ງ ທົ່ວໄປ - ວິຊາອາຊີບ ກ່ຽວກັບ ຍົນ ຫຼື ບໍລິການ
ທາງການຕ່າງໆ -

Examples: air traffic controller
ຕົວຢ່າງ ຜູ້ກຳກັບ ການຈະລະຈອນ ທາງອາກາດ

railroad engineer
ຜູ້ຂັບ ລົດໄຟ

truck driver
ຜູ້ຂັບລົດ ບັນ ຂະໜາດໃຫຍ່

flight attendant
ພະນັກງານ ໃນ ເຄື່ອງບິນ

THIRTEEN OCCUPATIONAL FAMILIES (Cont.)

ວິຊາອາຊີບ ຮວມກັນ 13 ຢ່າງ (ຕໍ່.)

8. Scientific and Technical Occupations - Occupations in which workers use science and math to solve problems and design new products and processes.
ວິຊາອາຊີບ ຝ່າຍວິທະຍາສາດ ແລະ ການຊ່າງເຄື່ອງຍົນກົນໄກ - ວິຊາອາຊີບ ທີ່ກ່ຽວກັບ ກັມມະກອນທີ່ຕ້ອງໄດ້ໃຊ້ເຄື່ອງວິທະຍາສາດ ແລະ ເລກ ເພື່ອແກ້ໄຂບັນຫາ ແລະ ອອກແບບປະດິດໃໝ່ໆ

Examples:	electrical engineer
ຕົວຢ່າງ	ນັກວິສະວະກອນໄຟຟ້າ
	geologist
	ນັກທໍຣະນີວິທະຍາ
	drafter
	ນັກແຜນຜັງ. (ຊ່າງແຕ້ມແຜນຜັງ).
	chemist
	ນັກເຄມີ (ຄົນປຸງຢາ.)

9. Occupations of Mechanics and Repairers - Occupations related to maintaining and fixing all kinds of devices and machines.
ຊ່າງແປງແລະຊ່ອມເຄື່ອງຈັກ - ວິຊາອາຊີບ ກ່ຽວກັບເຄື່ອງຈັກ ທຸກໆຊະນິດ.

Examples:	auto mechanic
ຕົວຢ່າງ	ຊ່າງແປງຣົດຍົນ
	telephone installer
	ຕິດຕັ້ງໂທຣະສັບ
	watch repairer
	ຄົນແປງໂມງ
	small appliance repairer
	ຄົນແປງເຄື່ອງນ້ອຍທີ່ໃຊ້ໃນເຮືອນ

10. Health Occupations - Occupations in which workers care for individuals with sicknesses, injuries, and handicaps or provide health-related services.
ວິຊາອາຊີບ ກ່ຽວກັບສຸຂະພາບ - ວິຊາອາຊີບ ທີ່ກ່ຽວກັບກັມມະກອນ ທີ່ດູແລຜູ້ມີ ໃນງານເຈັບປ່ວຍແລະພິການ ຫຼືວ່າ ບໍລິການໃນດ້ານສຸຂະພາບ

Examples:	dentist
ຕົວຢ່າງ	ໝໍປົວແຂ້ວ

THIRTEEN OCCUPATIONAL FAMILIES (Cont.)

ວິຊາອາຊີບ ຮວມກັນ ໑໓ ຢ່າງ (ຕໍ່.)

10. Health Occupations (Cont.)

ວິຊາອາຊີບ ກ່ຽວກັບສຸຂະພາບ (ຕໍ່.)

medical laboratory worker

ຜູ້ເຮັດວຽກ ໃນຫ້ອງ ຄົ້ນ ວິທະຍາສາດ ຝ່າຍໝໍ

registered nurse

ນາງ ພະຍາບານ

physician

ໝໍຮັກສາ ຄົນເຈັບ

paramedic

ຜູ້ທີ່ຊ່ວຍ ຄົນ ກູ້ຊີບ ຕໍ່ເຫດ

11. Social Science Occupations - Occupations in which workers study the behavior of individuals, groups, and social institutions.

ນັກວິທະຍາສາດ ໃນດ້ານ ສັງຄົມ - ວິຊາອາຊີບ ທີ່ສຶກສາ ກ່ຽວຂ້ອງ ກັບ ການຢູ່ ການກິນ ໃນຈິດໃຈ ຂອງຄົນລະຄົນ

Examples: economist

ຕົວຢ່າງ ນັກເສດຖກິດ

political scientist

ນັກການເມືອງ

sociologist

ນັກສັງຄົມ

anthropologist

ນັກຊ່ຽວຊານໃນເຣື່ອງເກົ່າແກ່

12. Social Service Occupations - Occupations in which workers help people to solve personal and social problems.

ວິຊາອາຊີບ ກ່ຽວກັບ ຊ່ວຍເຫຼືອ ສັງຄົມ - ວິຊາອາຊີບ ເປັນງານທີ່ ຊ່ວຍເຫຼືອ ປະຊາຊົນ ໃນດ້ານ ບັນຫາ ສັງຄົມ ຕໍ່ໄປ

Examples: social worker

ຕົວຢ່າງ ຜູ້ຊ່ວຍເຫຼືອ ໃນດ້ານ ສັງຄົມ

priest/minister/rabbi

ຜູ້ສອນສາສນາ

career counselor

ຜູ້ອົບໂຮມວິຊາອາຊີບ

THIRTEEN OCCUPATIONAL FAMILIES (Cont.)
ວິຊາອາຊີບຮວມກັນ 13 ຢ່າງ (ຕໍ່.)

12. Social Service Occupations (Cont.)
ວິຊາອາຊີບກ່ຽວກັບການສັງຄົມ (ຕໍ່).

counseling psychologist
ຜູ້ອົບໂຮມຝ່າຍຈິດຕະວິທະຍາ.

13. Performing Arts, Design, and Communications-Related Occupations - Occupations in which workers express ideas and emotions for such purposes as entertainment, construction and decoration, and the spreading of information.
ວິຊາອາຊີບຝ່າຍສແດງສິລະປະກອນ, ອອກແບບ, ຄົມມະນາຄົມ – ວິຊາອາຊີບກ່ຽວກັບຄົນງານ. ຫົວຄິດແລະຄວາມຮູ້ສຶກນ່ວນຊຶມ ເຊັ່ນ: ເພື່ອຄວາມສນຸກສນານ, ສ້າງ ແລະແຕ່ງປະດັບ ແລະແຜ່ພາບຂ່າວ.

Examples: ຕົວຢ່າງ:	musician ນັກດົນຕີ.
	architect ອອກແບບເຮືອນ
	photographer ນັກຖ່າຍຮູບ
	newspaper reporter ນັກຂ່າວໜັງສືພິມ
	writer ນັກຂຽນເລື່ອງ.

MATCHING OCCUPATIONS AND OCCUPATIONAL FAMILIES

ການເລືອກໝາຍປວິຊາອາຊີບ ແຕ່ລະກໍໃຫ້ຖືກຕ້ອງ ຕາມກົມເຊື້ອ

Directions:

ການຊີ້ແຈງ

I. Look at each group of four occupations below. In each group, three of the occupations belong to the same family; one occupation does not belong. Draw a line through the occupation that does not belong.
ຈົ່ງເບິ່ງແຕ່ລະຈໍາພວກກ່ຽວກັບວິຊາອາຊີບ ຢູ່ທາງລຸ່ມນີ້. ຢູ່ແຕ່ລະຈໍາພວກຈະມີສາມ ວິຊາອາຊີບ ທີ່ຢູ່ປະເພດດຽວກັນ, ແລະມີອັນນຶ່ງ ຕ່າງໝູ່. ຈົ່ງຂີດເສັ້ນໃສ່ຕົວວິຊາອາຊີບ ຕ່າງໝູ່

II. Now pick the occupational family to which each set of three remaining occupations belongs. Write the number of the family in the space provided.
ເບິ່ງແລ້ວເລືອກແຕ່ລະຈໍາພວກທີ່ຕົວວິຊາອາຊີບຢູ່ປະເພດດຽວກັນ ຊຸມມາເປັນໃຫ້ ຖືກຕ້ອງຕາມປະເພດອາຊີບ ໃສ່ໃນບ່ອນຫວ່າງນີ້.

____ A. physicist
ຜູ້ຊໍານານວິຊາ ກ່ຽວກັບທ່າທາ ແລະໄວ
biologist
ນັກຊີວພາບ
engineer
ວິສວະກອນ
accountant
ນາຍບັນຊີ

____ B. elementary school teacher
ນາຍຄູສອນໂຮງຮຽນປະຖົມສຶກສາ
university professor
ອາຈານສອນໂຮງຮຽນ ມະຫາວິທຍາລັຍ
social worker
ຜູ້ສອນສັງຄົມ
librarian
ຜູ້ຊ່ອບ ຫໍສະມຸດ

____ C. computer operator
ຜູ້ກວບຄຸມເຄື່ອງ ໂອໂຕໂນມັດ
psychologist

clerk/typist
ສະໝຽນ ນັກພິມດີດ
accountant
ນັກບັນຊີ

____ F. chemical engineer
ວິສະວະກອນໄຟເຄມີ
carpenter
ຊ່າງໄມ້
bricklayer
ຜູ້ວາງດິນຈີ່
plumber
ຜູ້ຕໍ່ທໍ່ນໍ້າ

____ G. real estate agent
ນາຍໜ້າຊື້ຂາຍດິນ
travel agent
ນາຍໜ້ານໍາທ່ຽວທົ່ວ
retail sales person
ຜູ້ຂາຍເຄື່ອງ ບ່ວນ
cosmetologist
ຜູ້ແຕ່ງໜ້າ

____ H. waitress
ຍິງທີ່ເບິ່ງໃຊ້ໃນຮ້ານອາຫານ
police officer
ເຈົ້າໜ້າທີ່ຕໍາຫລວດ
newspaper reporter
ນັກຂ່າວໜັງສືພິມ
telephone operator
ຜູ້ຕໍ່ສາຍໂທລະສັບ

MATCHING OCCUPATIONS AND OCCUPATIONAL FAMILIES (Cont.)
ການເລືອກໝາຍວິຊາອາຊີບ ແຕ່ລະຄາໃຫ້ຖືກຕ້ອງຕາມກົມເຣື່ອງ (ຕໍ່.)

____ D. electronics assembler
ຜູ້ປະກອບເຄື່ອງໄຟຟ້າ
machinist
ນັກຊ່ຽນ
graphic artist
ນັກແຕ້ມ
printing press operator
ຜູ້ແລ່ນເຄື່ອງພິມ

____ E. job counselor
ຜູ້ຊີ້ແນະກ່ຽວກັບວຽກການ
pharmacist
ນັກປະສົມຢາ
doctor
ໝໍ
medical technologist
ນັກອຸດສາຫະກຳສາດກ່ຽວກັບຝ່າຍໝໍ

____ I. musician
ນັກດົນຕີ
pilot
ນັກຂັບເຄື່ອງບິນ
photographer
ນັກຖ່າຍຮູບ
radio announcer
ຜູ້ກະແຫຼງຂ່າວວິທຍຸ

____ J. truck driver
ຄົນຂັບລົດໃຫຍ່
auto mechanic
ຄົນແປງລົດຍົນ
business machine repairer
ຄົນແປງຈັກທີ່ໃຊ້ໃນຫ້ອງການ
maintenance electrician
ຜູ້ຮັກສາຝ່າຍໄຟຟ້າ

* * * * *

Occupational Families
ວິຊາອາຊີບຈໍາພວກຕ່າງໆ

1. Industrial Production and Related Occupations
   ການປະດິດອຸດສາຫະກຳ ແລະທີ່ກ່ຽວກັບວິຊາອາຊີບ
2. Office Occupations
   ວິຊາອາຊີບໃນຫ້ອງການ
3. Service Occupations
   ວິຊາອາຊີບໃນດ້ານຮັບໃຊ້
4. Education and Related Occupations
   ການສຶກສາກ່ຽວກັບວິຊາອາຊີບ
5. Sales Occupations
   ວິຊາອາຊີບການຂາຍ
6. Construction Occupations
   ວິຊາອາຊີບການກໍ່ສ້າງ
7. Occupations in Transportation Activities
   ວິຊາອາຊີບການຂົນສົ່ງທົ່ວໄປ

Occupational Families (Cont.)
ການທ້ອນໂຮມວິຊາອາຊີບ (ຕໍ່)

8. Scientific and Technical Occupations
ວິຊາອາຊີບ ຝ່າຍວິທະຍາສາດ ແລະການຊ່າງເຕັກນິກ
9. Mechanics and Repairers
ຊ່າງແປງ ແລະຊ້ອມ ເຄື່ອງຈັກ.
10. Health Occupations
ວິຊາອາຊີບ ກ່ຽວກັບສຸຂະພາບ
11. Social Scientists
ນັກວິທະຍາສາດ ກ່ຽວກັບສັງຄົມ
12. Social Service Occupations
ວິຊາອາຊີບ ກ່ຽວກັບສັງຄົມ
13. Performing Arts, Design, and Communications-Related Occupations
ວິຊາອາຊີບ ຝ່າຍສະແດງສິລະປະກອນ. ອອກແບບ ຄົມມະນາຄົມ

OCCUPATIONAL FAMILIES GAME
ການຫຼິ້ນສັບວິຊາອາຊີບ

automobile	ຜູ້ປະກອບລົດຍົນ
boiler operator	ຜູ້ຄຸມ ອາບນ້ຳຮ້ອນ
typist	ນັກພິມດີດ
bank manager	ທານະຄານພານິດ
computer operator	ຜູ້ຄວບຄຸມເຄື່ອງໂອໂຕໂມມັດ
waitress	ຍິງເຮັບໂຕ໊
police officer	ເຈົ້າໜ້າທີ່ຕຳຫຼວດ
college professor	ອາຈານສອນວິທະຍາລັຍ
library aide	ຜູ້ຊ່ວຍຫໍສະໝຸດ
real estate agent	ນາຍໜ້າຂາຍເຮືອນ
grocery clerk	ພະນັກງານຂາຍເຄື່ອງກິນ
carpenter	ຊ່າງໄມ້
plumber	ຜູ້ແປງທໍ່ນ້ຳ
truck driver	ຜູ້ແລ່ນລົດບັນຂະໜາດໃຫຍ່
railroad engineer	ຜູ້ຂັບລົດໄຟ
electrical engineer	ນັກວິຊາວະກອນໄຟຟ້າ
geologist	ນັກທໍ່ລະນີວິທະຍາ
drafter	ນັກແຜນຜັງ
auto mechanic	ຊ່າງແປງລົດຍົນ
telephone installer	ຄົນຕິດຕັ້ງໂທລະສັບ
dentist	ໝໍປົວແຂ້ວ
medical laboratory worker	ຜູ້ເຮັດການໃນຫ້ອງວິດຈັຍໝໍ
registered nurse	ນາງພະຍາບານ
economist	ນັກເສດຖະກິດ
sociologist	ນັກສັງຄົມວິທະຍາ
priest	ຜູ້ສອນສາສະໜາ
job counselor	ຜູ້ອົບລົມ ພ່ານວຽກການ
musician	ນັກດົນຕີ
architect	ນັກອອກແບບເຮືອນ
newspaper reporter	ນັກຂ່າວໜັງສືພິມ

OBJECTIVES:

1. Students will describe the resources available at the school's career center.
2. Students will identify one community organization that provides occupational information and one opportunity for field experience.

INSTRUCTOR PREPARATION:

1. Arrange for class to visit school career center.
2. Prepare sufficient copies of Survey of the Career Center (III-2-SHa)

PROCEDURE: Visit to school career center; 'hands-on' introduction to career materials.

MATERIALS:

1. Survey of the Career Center (III-2-SHa)
2. Materials in the career center

GUIDELINES:	NOTES:
In-Class Activities	
1. Meet students at the career center. Begin with an introductory presentation by the coordinator.	Coordinator should acquaint students with the various services and materials provided by the center and give them instructions about how to use them.
2. After the presentation, students should explore the center and complete	When completed, these surveys should be turned into you.

GUIDELINES (Cont.):

the Survey of the Career Center (III-2-SHa).

Outside Activity:

1. Have students write a short paragraph describing (a) an organization in the community that provides occupational information and (b) a short-term work opportunity that would provide them with field experience in an occupation of their choice (e.g., volunteer work, work/study program, part-time or summer job).

   Students may obtain this information from the instructor, the career center, or by calling or visiting one of the community organizations. For both (a) and (b), students should list names, addresses, phone numbers, and descriptive information.

NOTE:

For the duration of Unit III, students should select two occupations (one from each of two different job families) and focus all research activities in the unit on these two occupations. These two occupational choices should be considered tentative at this point, subject to revision during study of Unit 4.

REFERENCES AND SUPPLEMENTARY MATERIALS:

Career Guidance Workbook. Hayward, Calif.: Hayward Unified School District, 1981.

CAMBODIAN

SURVEY OF THE CAREER CENTER
ការស្ទង់មើលលានមជ្ឈមណ្ឌលអាជីព

1. Where is the career center located in your school?
តើមជ្ឈមណ្ឌលអាជីពស្ថិតនៅកន្លែងណាក្នុងសាលារៀនរបស់លោកអ្នក?

2. What is the name of the person who helps students in the center?
តើអ្នកដែលជួយកូនសិស្សនៅក្នុងមជ្ឈមណ្ឌលនោះឈ្មោះអ្វី?

3. Is there anyone at the center who speaks your native language?
តើនៅក្នុងមជ្ឈមណ្ឌលនោះមានអ្នកណាចេះនិយាយភាសាលោកអ្នកបានទេ?

____ Yes
មាន

Name ____________________
ឈ្មោះ

____ No
គ្មាន

4. Two sources of information in the career center are the OOH and the DOT.
ប្រភពពត៌មានពីរយ៉ាងនៅក្នុងមជ្ឈមណ្ឌលអាជីពនោះគឺ OOH និង DOT.

OOH means ____________________
OOH មានន័យថា:

DOT means ____________________
DOT មានន័យថា។

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SURVEY OF THE CAREER CENTER (Cont.)
ការស្ទង់មើលទៅលើមជ្ឈមណ្ឌលការងារ (ត)

5. Look for the following career resources in your career center. Put a check beside each one that you find.

៥. ចូររកមើលធនធានខាងការងារទាំងនេះនៅក្នុងមជ្ឈមណ្ឌលការងាររបស់លោកអ្នក , ចូរគូសសញ្ញាធីកនៅពីមុខធនធានណាមួយដែលលោកអ្នករកឃើញ ។

____ Career guidance tests
តេស្តណែនាំការជ្រើសរើសការងារ

____ Information about college entrance tests
ពត៌មានស្តីអំពីការប្រឡងចូលមហាវិទ្យាល័យ

____ Catalogs for colleges and technical schools
កាតាឡុកសំរាប់មហាវិទ្យាល័យ និងសាលាបច្ចេកទេស

____ Scholarship information
ពត៌មានអាហារូបករណ៍

____ Information about military
ពត៌មានស្តីពីកងទាហាន

____ Federal government job information
ពត៌មានស្តីអំពីការងាររដ្ឋការសហព័ន្ធ

____ Pamphlets about occupations
សៀវភៅតូចៗស្តីអំពីការប្រកបការងារ

____ Pamphlets about interviewing for jobs
សៀវភៅតូចៗស្តីអំពីការសំភាសន៍សុំធ្វើការ

____ Job experience kits
ប្រដាប់ការពិសោធន៍ការងារ

____ Cassette tapes about occupations
ខ្សែអាត់ស្តីអំពីមុខការងារ

____ Filmstrips
ខ្សែភាពយន្ត (ស្លាយ)

____ Videotapes
ខ្សែភាពយន្តទូរទស្សន៍

SURVEY OF THE CAREER CENTER (Cont.)
ការស្ទង់មើលនៃមជ្ឈមណ្ឌលការងារ (ត)

____ Books about occupations
សៀវភៅស្ដីអំពីការប្រកបការងារ

____ Magazines about occupations
ទស្សនាវដ្ដីស្ដីអំពីការប្រកបការងារ

____ Computerized information systems about occupations
ពត៌មានស្ដីអំពីការប្រកបការងារ
ដោយម៉ាស៊ីនកុំព្យូទ័រ

____ Information about local companies
ពត៌មានស្ដីអំពីក្រុមហ៊ុនក្នុងស្រុក

____ Local job listings
បញ្ជីរាប់ការងារក្នុងស្រុក

____ Other ______________________
ផ្សេងៗ

6. List any career materials that are available in your native language.
ចូររាប់ឈ្មោះសៀវភៅ និងទស្សនាវដ្ដីផ្សេងស្ដីអំពីមុខការងារ ដែលបោះពុម្ពជាភាសារបស់លោកអ្នកផ្ទាល់ ។
____

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SURVEY OF THE CAREER CENTER (Cont.)
ការស្ទង់មើលទីតាំងមជ្ឈមណ្ឌលការងារ (ត)

7. What assessment materials are available in the career center to help you discover your career-related interests and abilities? ____________________

៧. តើសៀវភៅតេស្តសម្រាប់វាស់សមត្ថភាព ដែលមាននៅក្នុងមជ្ឈមណ្ឌលការងារ ដើម្បីជួយលោកលោកស្រីអ្នកនាងឲ្យស្វែងរកការចាប់អារម្មណ៍ និងសមត្ថភាពរបស់លោកអ្នក ទាក់ទងនឹងការជ្រើសការងារ ។

8. Does your career center have the following equipment?

៨. តើនៅក្នុងមជ្ឈមណ្ឌលរបស់លោកអ្នកមានឧបករណ៍សម្ភារៈដូចខាងក្រោមនេះទេ?

____ Cassette tape players ____ Filmstrip viewers ____ Videotape players

ម៉ាស៊ីនចាក់ខ្សែអាត់កាសែត ម៉ាស៊ីនចាំងហ្វីល ម៉ាស៊ីនខ្សែអាត់វីដេអូ

9. On the line below, list the titles of books in the career center that would help you find the following information about occupational training.

៩. នៅបន្ទាត់ខាងក្រោមនេះ ចូរសរសេរចំណងជើងសៀវភៅដែលមាននៅក្នុងមជ្ឈមណ្ឌលការងារ ដែលអាចជួយលោកលោកអ្នកឲ្យរកឃើញនូវព័ត៌មានខាងក្រោមស្តីពីការហ្វឹកហ្វឺនការងារ ។

Names of different colleges and universities ____________________

ឈ្មោះមហាវិទ្យាល័យ និងសាកលវិទ្យាល័យផ្សេងៗ

Addresses of trade and technical schools ____________________

អាសយដ្ឋានសាលាជំនាញ និងសាលាបច្ចេកទេស

CAMBODIAN

SURVEY OF THE CAREER CENTER (Cont.)
ការស្ទង់មើលមជ្ឈមណ្ឌលអាជីព (ត)

Information about scholarships and other financial aids
ព័ត៌មានស្ដីពីអាហារូបករណ៍ និង ជំនួយផ្នែកការប្រាក់ផ្សេងៗ

10. Locate the college and university catalogs. List the titles of catalogs for:

១០. ចូរស្វែងរកកាតាឡុកនៃវិទ្យាល័យនិងមហាវិទ្យាល័យ ។ ចូរកត់ឈ្មោះកាតាឡុកសម្រាប់ :

A state college or university
វិទ្យាល័យរដ្ឋ ឬ មហាវិទ្យាល័យ

A community or junior college
វិទ្យាល័យសហគមន៍ ឬ អនុមហាវិទ្យាល័យ

An independent college or university
វិទ្យាល័យឯកជន ឬ មហាវិទ្យាល័យឯកជន

11. Which materials can you check out?

១១. តើមានឯកសារអ្វីខ្លះ ដែលលោកអ្នកអាចយកចេញទៅក្រៅបាន ?

SURVEY OF THE CAREER CENTER (Cont.)

CAMBODIAN

ការស្ទង់មើលនៃមជ្ឈមណ្ឌលការងារ (ត)

How can you check out materials? ______________________________

តើលោកអ្នកអាចយកគ្រឿងឯកសារទៅក្រៅដោយរបៀបណា?

____

12. Does your career center sponsor special programs or workshops? __________

១២. តើមជ្ឈមណ្ឌលការងាររបស់លោកអ្នកមានឧបត្ថម្ភកម្មវិធីពិសេសឬការសិក្សាដែរឬទេ?

How do you find out about the topics of these programs and when they will be given? ______________________________

តើលោកអ្នកតាមដានការដឹងថា តើប្រធានបទកម្មវិធីនោះៗគេនិយាយអំពីរឿងអ្វីខ្លះ? តើពេលណាគេនឹងបើកធ្វើទៅឡើងវិញ?

What must you do to come to these programs? ______________________________

តើលោកអ្នកអាចធ្វើដូចម្ដេចដើម្បីទៅចូលកម្មវិធីនោះៗ?

UNIT III/LESSON 2
III-2-SHa
VIETNAMESE

SURVEY OF THE CAREER CENTER
TÌM HIỂU VỀ TRUNG TÂM NGHỀ NGHIỆP

1. Where is the career center located in your school? ____________________
Trung tâm nghề nghiệp ở nơi nào trong trường bạn ?

____

2. What is the name of the person who helps students in the center? ________
Tến của người giúp đỏ sinh viên tại trung tâm lá gí ?

____

3. Is there anyone at the center who speaks your native language?
Tại trung tấm có người nào nói tiếng nước bạn không ?

____ Yes Name ____________________ ____________________
Có Tên
____ No
Không

4. Two sources of information in the career center are the OOH and the DOT.
Hai nguồn tin tức tại trung tâm nghề nghiệp lả OOH và DOT
OOH means ____
OOH có nghĩa lả
DOT means ____
DOT có nghĩa lả

5. Look for the following career resources in your career center. Put a check beside each one that you find.
Hãy tìm nhưng nguồn tin tức nghề nghiệp sau đây tại trung tấm nghề nghiệp.
Đánh dấu vào bến cạnh những nguồn tin tức mà bạn tìm ra.

____ Career guidance tests
Nhưng trắc nghiệm hướng dẫn nghề nghiệp

____ Information about college entrance tests
Tin tức về việc thi vào đại học

____ Catalogs for colleges and technical schools
Tổng kế về các đại học và các trường kỹ thuật

____ Scholarship information
Tin tức về học bổng

____ Pamphlets about occupations
Truyền đơn về công việc

____ Pamphlets about interviewing for jobs
Truyền đơn về sự phỏng vấn công việc

____ Job experience kits
Tài liệu về kinh nghiệm công việc

____ Cassette tapes about occupations
Băng thu thanh nói về công việc

SURVEY OF THE CAREER CENTER (Cont.)
TÌM HIỂU VỀ TRUNG TÂM NGHỀ NGHIỆP (tiếp theo)

____ Information about military
Tin tức về quân đội

____ Federal government job information
Tin tức về việc làm với chính phủ trung ương

____ Books about occupations
Sách nói về công việc làm.

____ Magazines about occupations
Tạp chí về công việc làm

____ Filmstrips
Phim

____ Videotapes
Bảng thu hình

____ Computerized information systems about occupations
Hệ thống tin tức điện toán về công việc làm

____ Information about local companies
Tin tức về các công ty tại địa phương

____ Local job listings
Bản liệt kê công việc trong vùng

____ Other ____________________
Loại khác

6. List any career materials that are available in your native language.____
Ghi ra những tài liệu về nghề nghiệp viết bằng ngôn ngữ của bạn.

____

____

7. What assessment materials are available in the career center to help you discover your career-related interests and abilities?____________
Những tài liệu lường giá nào tại trung tâmnghề nghiệp giúp bạn tìm ra những khả năng và quan tâm về nghề nghiệp của bạn ?

____

8. Does your career center have the following equipment?
Trung tâm nghề nghiệp của bạn có những trang bị sau đây hay không ?

____ Cassette tape players
Máy chơi băng

____ Filmstrip viewers
Máy chiếu phim

____ Videotape players
Máy chiếu bảng thu hình

SURVEY OF THE CAREER CENTER (Cont.)
TÌM HIỂU VỀ TRUNG TÂM NGHỀ NGHIỆP (tiếp theo)

9. On the line below, list the titles of books in the career center that would help you find the following information about occupational training.
Trên những dòng chừa trống dưới đây, ghi ra tên những cuốn sách tại trung tâm nghề nghiệp giúp bạn tìm ra những tin tức về huấn nghệ

Names of different colleges and universities ______________________
Tên các trường đại học

Addresses of trade and technical schools ______________________
Địa chỉ các trường chuyên nghiệp và kỹ thuật

Information about scholarships and other financial aids ______________
Tin tức về học bổng và các trợ giúp tài chánh khác

10. Locate the college and university catalogs. List the titles of catalogs for:
Tìm ra những bản tổng kê về đại học. Ghi ra tên những tổng kê về :

A state college or university ______________________
Một đại học tiểu bang

A community or junior college ______________________
Một đại học cộng đồng hoặc sơ cấp

An independent college or university ______________________
Một đại học độc lập

11. Which materials can you check out?
Tài liệu nào bạn có thể mượn về được ?

SURVEY OF THE CAREER CENTER (Cont.)

TÌM HIỂU VỀ TRUNG TÂM NGHỀ NGHIỆP (tiếp theo)

How can you check out materials? ______________________________
Ban làm cách nào để mướn tài liệu ?

____

12. Does your career center sponsor special programs or workshops? __________
Trung tâm nghề nghiệp của bạn có bảo trợ cho những chương trình đặc biệt hoặc hội thảo không ?

How do you find out about the topics of these programs and when they will be given? ______________________________
Ban làm cách nào để biết được những đề mục của các chương trình này và thời biểu của chúng ?

What must you do to come to these programs? ______________________________
Ban phải làm gì để tham dự các chương trình này ?

UNIT III/LESSON 2
III-2-SHa

LAOTIAN

SURVEY OF THE CAREER CENTER
ການແທກທຽບ ເບິ່ງສູນ ການອາຊີບ

1. Where is the career center located in your school? ____________________
ສູນການອາຊີບ ໃນໂຮງຮຽນຢູ່ໃສ?
____

2. What is the name of the person who helps students in the center? __________
ຊື່ຂອງຜູ້ທີ່ຊ່ວຍນັກຮຽນ ຢູ່ໃນສູນການ ນັ້ນແມ່ນຫຍັງ?
____

3. Is there anyone at the center who speaks your native language?
ຢູ່ທີ່ສູນການນີ້ ມີຄົນທີ່ປາກພາສາພື້ນເມືອງເຈົ້າບໍ່?

____ Yes
ມີ

Name ____________________
ຊື່

____ No
ບໍ່ມີ

4. Two sources of information in the career center are the OOH and the DOT.
ຂ່າວສອງບ່ອນ ຢູ່ທີ່ສູນການອາຊີບ ນັ້ນຄື OOH ແລະ DOT

OOH means ____________________
OOH ແປວ່າ

DOT means ____________________
DoT ແປວ່າ

5. Look for the following career resources in your career center. Put a check beside each one that you find.
ຈົ່ງຊອກຫາອາຊີບວ່າພວກຕໍ່ໄປນີ້ ຢູ່ໃນສູນການອາຊີບຂອງເຈົ້າ. ເວລາເຈົ້າຄົ້ນຫາ ພົບແລ້ວ. ໃຫ້ຂີດໝາຍໃວ້ທາງຂ້າງ

____ Career guidance tests
ການເສັງແນະນຳຮຽນອາຊີບ

____ Information about college entrance tests
ຂ່າວກ່ຽວກັບການເສັງເຂົ້າວິທະຍາໄລ

____ Catalogs for colleges and technical schools
ໜັງສືບັນທຶກກ່ຽວກັບວິທະຍາໄລ ໂຮງຮຽນເທັກນິກ

____ Scholarship information
ຂ່າວເລື່ອງທຶນຮຽນ

____ Pamphlets about occupations
ໜັງສືອະທິບາຍກ່ຽວກັບວິຊາອາຊີບ

____ Pamphlets about interviewing for jobs
ໜັງສືອະທິບາຍກ່ຽວກັບສຳພາດການ

____ Job experience kits
ການອະທິບາຍຄວາມສາມາດຂອງວຽກ

____ Cassette tapes about occupations
ເຄື່ອງເທັບສຽງກ່ຽວວຽກການ

SURVEY OF THE CAREER CENTER (Cont.)
ການແທກທຽບຂອງສູນກາງອາຊີບ (ຕໍ່)

____ Information about military
ຂ່າວ ກ່ຽວກັບ ທະຫານ

____ Federal government job information
ຂ່າວ ກ່ຽວກັບວຽກການຂອງຫຼວງ

____ Books about occupations
ປື້ມ ກ່ຽວກັບ ວິຊາອາຊີບ

____ Magazines about occupations
ປື້ມ ເຫຼັ້ມ ກ່ຽວກັບວິຊາອາຊີບ

____ Filmstrips
ຟິມ ທີ່ຕັດເປັນຕອນ

____ Videotapes
ເຄື່ອງ ຖ່າຍ ທອດ ຮູບ

____ Computerized information systems about occupations
ຂ່າວ ທີ່ ໃສ່ຕອນ ເຄື່ອງໂອໂຕໂມມັດ
ກ່ຽວກັບວິຊາອາຊີບ

____ Information about local companies
ຂ່າວ ກ່ຽວກັບ ບໍລິສັດ ທີ່ ຢູ່ໃກ້ຄຽງ

____ Local job listings
ປະໂຍດວຽກການ ທີ່ຢູ່ໃກ້ຄຽງ

____ Other ____________________
ອັນອື່ນ

6. List any career materials that are available in your native language. ____
ຈົ່ງ ຂຽນ ຕັ້ງໄວ້ ກ່ຽວກັບ ໜັງສື ມ້ວນ ອາຊີບ ທີ່ ເປັນ ພາສາ ພື້ນ ເມືອງ ຂອງເຈົ້າ.
____
____

7. What assessment materials are available in the career center to help you discover your career-related interests and abilities? ____________
ມີການກຳນວນ ກ່ຽວກັບອາຊີບ ຢ່າງໃດແດ່ ຢູ່ທີ່ ສູນກາງອາຊີບ ທີ່ຊ່ວຍເຈົ້າ
ໃນດ້ານ ຄວາມ ສົນໃຈ ແລະ ຄວາມສາມາດ?
____

8. Does your career center have the following equipment?
ຢູ່ທີ່ ສູນກາງ ອາຊີບ ຂອງເຈົ້າ ມີ ເຄື່ອງ ຕໍ່ໄປນີ້ ບໍ່?

____ Cassette tape players
ເຄື່ອງ ຫຼິ້ນ ອັນເທັບ ສຽງ

____ Filmstrip viewers
ກົນທີ່ເບິ່ງ ຟິມ

____ Videotape players
ເຄື່ອງເບິ່ງໜັງ

SURVEY OF THE CAREER CENTER (Cont.)
ການກັບຄືນໄປທີ່ສູນກາງອາຊີບ (ຕໍ່.)

9. On the line below, list the titles of books in the career center that would help you find the following information about occupational training.
ເສັ້ນທີ່ປ່ອນນີ້. ໃຫ້ຂຽນຊື່ປຶ້ມທີ່ມີສູນກາງທີ່ເຈົ້າຊອກເຫັນ ກ່ຽວກັບການຮຽນວິຊາອາຊີບ.

Names of different colleges and universities ______________________
ຊື່ຂອງໂຮງຮຽນວິທະຍາໄລ ແລະ ມະຫາວິທະຍາໄລ

____

Addresses of trade and technical schools ______________________
ທີ່ຢູ່ຂອງໂຮງຮຽນອາຊີບ ແລະ ໂຮງຮຽນເທັກນິກ.

____

Information about scholarships and other financial aids ______________________
ຂ່າວກ່ຽວກັບທຶນຂອງຫຼວງ ແລະ ການຊ່ວຍເຫຼືອອື່ນໆ.

____

10. Locate the college and university catalogs. List the titles of catalogs for:
ຈົ່ງຊອກຫາປຶ້ມລາຍຊື່ຂອງວິທະຍາໄລ ແລະ ມະຫາວິທະຍາໄລ. ຂຽນຊື່ຂອງປຶ້ມລາຍຊື່

A state college or university ______________________
ວິທະຍາໄລ ຫຼື ມະຫາວິທະຍາໄລຂອງລັດ

A community or junior college ______________________
ວິທະຍາໄລຂອງສັງຄົມໝູ່ບ້ານ ຫຼື ຮອງມະຫາວິທະຍາໄລ

An independent college or university ______________________
ວິທະຍາໄລ ຫຼື ມະຫາວິທະຍາໄລສ່ວນຕົວ

11. Which materials can you check out?
ປຶ້ມຫົວໃດທີ່ທ່ານຢືມອອກໄປໄດ້?

____

SURVEY OF THE CAREER CENTER (Cont.)
ການສຳຫລວດ ຫໍທີ່ສູນການອາຊີບ (ຕໍ່.)

How can you check out materials? ______
ຈະເຮັດຈັ່ງໃດ ທ່ານຈຶ່ງຈະຢືມ ປຶ້ມ ອອກໄປໄດ້?

______

12. Does your career center sponsor special programs or workshops? ______
ຫໍທີ່ສູນການອາຊີບ ຂອງທ່ານ ມີການຈັດຕັ້ງ ຊ່ວຍເຫຼືອ ທາງລາຍການ ຫຼືວ່າ ສອນ ຕ່າງໆ ບໍ່?

How do you find out about the topics of these programs and when they will be given? ______
ທ່ານເຮັດຈັ່ງໃດ ຈຶ່ງຄົ້ນພົບ ລາຍການເຫຼົ່ານີ້ ແລະເມື່ອໃດຈະເລີ່ມຈະມີ?

What must you do to come to these programs? ______
ທ່ານຕ້ອງເຮັດຈັ່ງໃດ ເມື່ອເວລາທ່ານ ມາຮ່ວມລາຍການເຫຼົ່ານີ້?

OBJECTIVES:

1. Students will recognize the differences between subjective and objective descriptions of occupations.
2. Students will research two occupations, using both subjective and objective resources.

INSTRUCTOR PREPARATION: Prepare sufficient copies of The Occupation of Welding: Two Descriptions (III-3-SHa).

PROCEDURE: Small group discussion followed by class reading and discussion.

MATERIALS:

1. The Occupation of Welding: Two Descriptions (III-3-SHa)
2. Discussion Questions (III-3-IHa)

GUIDELINES:	NOTES:
In-Class Activities	
1. Introduce the differences between facts and feelings.	Note how facts are usually external and can be observed, while feelings are internal and cannot be observed by others but must be inferred or guessed.
2. Divide students into groups of 4 or 5. Ask one student in each group to describe in detail a certain life experience common to the members of your class. Ask the rest of the group to make a list of the facts and the feelings that the speakers provided in their	(For example, have students describe their first month in the U.S., their first date, or their first job. All groups should discuss the the same topic.)

GUIDELINES (Cont.):

description and to present their findings to the class.

3. Review the definitions of objective and subjective. Discuss the differences between objective and subjective sources of information and the value of each.

4. Distribute The Occupation of Welding (III-3-SHa), and have students read the two descriptions of welding. Read the passages aloud to the class especially selection #2, which may be difficult to understand because of its use of slang. Use Discussion Questions (III-3-IHa) to stimulate discussion about these two passages.

Outside Activity:

Ask students to research one of the two occupations of their choice by using two resources in the school career center or in the community. Have students write a short (two to three paragraphs) abstract of the occupation from each resource.

NOTES:

Point out to students that few written materials are as informal and subjective as the passage from Working, but that similar information about jobs can be acquired through personal interviews, work site observations, and field experience.

(If possible, they should use one printed resource such as a cassette tape or or filmstrip.

They should describe the point of view (objective or subjective) of the person preparing the materials and the types of information given. In the last paragraph students should provide their personal reactions to the occupational information given by describing one aspect of the occupation they think they would like and one aspect they think they would dislike.

REFERENCES AND SUPPLEMENTARY MATERIALS:

Terkel, S. Working: People Talk About What They Do All Day and How They Feel About What They Do. New York: Random House, 1974.

U.S. Department of Labor. Occupational Outlook Handbook. Washington D.C.: Government Printing Office, March 1980.

DISCUSSION QUESTIONS ON THE OCCUPATION OF WELDING: TWO DESCRIPTIONS (III-3-SHa)

1. Which description provides mostly objective information about the occupation of welding? Which provides mostly subjective information?

2. What specific information about the occupation of welding is given in Selection #1? Selection #2?

3. If one group of students read the OOH description and another group read the Working description, do you think the two groups would get the same opinion about the occupation of welding? If not, how would they differ?

4. What are the main attitudes and feelings Phil Stallings has about his welding job? Do you think all welders feel the same way? If not, what factors (in themselves and their specific jobs) would influence their feelings?

5. Are both descriptions helpful for someone considering welding as an occupation? Why or why not?

THE OCCUPATION OF WELDING: TWO DESCRIPTIONS

មុខរបរផ្សារដែកថែប : ពិពណ៌នាពីរយ៉ាង.

Read the following two descriptions of the occupation of welding. Description I is taken from the Occupational Outlook Handbook, published by the U.S. Department of Labor, Bureau of Labor Statistics. Description II is taken from the book Working by Studs Terkel, which contains interviews conducted with various people about their jobs and how they feel about them.

សេចក្ដីណែនាំ: ចូរអានពិពណ៌នាពីរយ៉ាងនៃមុខរបរផ្សារដែកថែប ។ ពិពណ៌នាទីមួយ ដកស្រង់ចេញពីសៀវភៅមគ្គុទ្ទេសក៍មុខរបរ ដែលបោះពុម្ពផ្សាយដោយក្រសួងស្ថិតិការងារ នៃក្រសួងការងារអាមេរិកាំង ។ ពិពណ៌នាទីពីរ ដកស្រង់ចេញពីសៀវភៅឈ្មោះ "ធ្វើការ" និពន្ធដោយលោក ស្ទាដស៍ ធើកែល ដែលមានបទសម្ភាសន៍ ការធ្វើសម្ភាសន៍ជាមួយមនុស្សផ្សេងៗ អំពីមុខការងារ និង ចិត្ត ចំពោះ. ក្នុង ៗ ចំពោះមុខការងារនោះផង ។

WELDERS (D.O.T. 81) ជាងផ្សារដែកថែប (ការធ្វើការតភ្ជាប់ដែកជាប់ជាអចិន្ត្រៃយ៍ មុខរបរ ៨១ (DOT 81)

NATURE OF THE WORK

ប្រភេទកិច្ចការ

Welding is the most common way of permanently joining metal parts. Typically heat is applied to the metal pieces to be joined, the parts melt, fuse, and then form a permanent bond. Because of its strength, welding is used to construct and repair parts of ships, automobiles, spacecraft, and thousands of other products. It also joins beams and steel reinforcing rods in buildings, bridges, and highways. . . .

ការផ្សារ គឺការយកលោហធាតុច្រើនដុំមកភ្ជាប់គ្នាដោយជាប់ជាអចិន្ត្រៃយ៍ ។ គេច្រើនប្រើកំដៅដើម្បីរំលាយលោហធាតុដែលត្រូវតភ្ជាប់គ្នា ដើម្បីអោយវារលាយ រួចក្លាយទៅជាលោហធាតុតែមួយជាប់ ។ ការផ្សារធ្វើអោយលោហធាតុរឹងមាំណាស់ ដូច្នេះគេប្រើការផ្សារលោហធាតុនេះដើម្បីសាង និងជួសជុលនាវា, រថយន្ត, យានអវកាស និងផលិតផលរាប់រយពាន់មុខទៀត ។ ការផ្សារអាចប្រើសំរាប់ការតភ្ជាប់ធ្នឹម និងបង្គោលដែកដើម្បីសង់អាគារ, ស្ពាន, និង ផ្លូវធំៗ . . . .

THE OCCUPATION OF WELDING: TWO DESCRIPTIONS (Cont.)

មុខរបរជាងផ្សារដែក . ពិពណ៌នាពីរយ៉ាង (ត)

Since welding processes differ and are used for many purposes, the equipment and skill levels of welders vary. Some jobs require highly skilled manual welders who know how to safely use gas and electric arc welding equipment in all positions and are able to plan their work from drawings or specifications. Other jobs can be handled by unskilled welding machine operators who simply press a button to start the welding machine. Skilled welders know the characteristics and properties, such as melting points, of steel, aluminum, and other commonly used metals. Examples of skilled welders are maintenance welders, pipe welders, and welders who construct ships and bridges. . . .

[illegible] . . . .

WORKING CONDITIONS

លក្ខខណ្ឌធ្វើការ

Welders are exposed to more potential hazards than most other workers. They use protective clothing, safety shoes, goggles, helmets with protective lenses, and other devices to prevent burns and eye injuries. Although lighting and ventilation usually are adequate, some metals give off toxic gases and fumes as they melt. Workers often are in contact with rust, grease, and dirt on metal surfaces. Machine operators, however, are largely free from hazards associated with manual welding. A face shield or goggles generally are adequate protection. Skilled welders, working in welding booths, often have long periods of isolation from other workers.

[illegible]

THE OCCUPATION OF WELDING (Cont.)

មុខរបរជាងផ្សារដែក (គ)

II. EXCERPTS FROM WORKING BY STUDS TERKEL.*

២. សេចក្តីដកស្រង់ពីសៀវភៅឈ្មោះ "ធ្វើការ" និពន្ធដោយ លោក ស្ទាដស៍ ធើកែល

Phil Stallings

ភិល ស្តាលលីងស៍

He is a spot-welder at the Ford assembly plant on the far South Side of Chicago. He is twenty-seven years old; recently married. He works the third shift: 3:30 P.M. to midnight. . . .

[illegible]

I stand in one spot, about two- or three-feet area, all night. The only time a person stops is when the line stops. We do about thirty-two jobs per car, per unit. Forty-eight units an hour, eight hours a day. Thirty-two times forty-eight times eight. Figure it out. That's how many times I push that button.

[illegible]

The noise, oh it's tremendous. You open your mouth and you're liable to get a mouthful of sparks. (Shows his arms) That's a burn, these are burns. You don't compete against the noise. You go to yell and at the same time you're straining to maneuver the gun to where you have to weld. . . .

[illegible]

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*From Working: People Talk About What They Do All Day And How They Feel About What They Do, by Studs Terkel. Copyright © 1972, 1974 by Studs Terkel. Reprinted by permission of Pantheon Books, a Division of Random House, Inc.

THE OCCUPATION OF WELDING (Cont.)
មុខរបរផ្សារដែក (៣)

You got some guys that are uptight, and they're not sociable. It's too rough. You pretty much stay to yourself. You get involved with yourself. You dream, you think of things you've done. I drift back continously to when I was a kid and what me and my brothers did. The things you love most are the things you drift back into.

មានអ្នកខ្លះក្បាលរឹងពេក [illegible]ចុះចូលជាមួយអ្នកណាទេ ។ ពួកនេះពិបាកណាស់ ។ ដូច្នេះច្រើនតែ[illegible] ខ្លួនឯង ពេលនោះអ្នក[illegible] [illegible] រួចហើយ ។ ខ្ញុំនឹកដល់ក្រោយវិញ នឹកកាលពេលខ្ញុំនៅ[illegible]ក្មេង [illegible] និងបងប្អូនខ្ញុំធ្វើអ្វីៗ ។ របស់ណាដែលយើងស្រឡាញ់ជាងគេ គឺរបស់ណាដែលយើងនឹកដល់ក្រោយវិញ ។

Lots of times I worked from the time I started to the time of the break and I never realized I had even worked. When you dream, you reduce the chances of friction with the foreman or with the next guy. . . .

មានច្រើនដងណាស់ ខ្ញុំធ្វើការ ពីពេលចាប់ផ្តើម[illegible] ធ្វើដល់ពេលសម្រាក ខ្ញុំមិនដែលនឹកថា ខ្ញុំធ្វើការសោះ ។ ពេលណាអ្នកយល់សប្តិ គឺ[illegible]អ្នកកាត់បន្ថយការ[illegible]ជាមួយមេក្រុម ឬជាមួយអ្នកធ្វើការនៅជិតយើង....

Repetition is such that if you were to think about the job itself, you'd slowly go out of your mind. You'd let your problems build up, you'd get to a point where you'd be at the fellow next to you--his throat. Every time the foreman came by and looked at you, you'd have something to say. You just strike out at anything you can. So if you involve yourself by yourself, you overcome this. . . .

ការធ្វើដដែលៗ គឺការ[illegible] [illegible] ពេលនោះ[illegible]យើង[illegible] ។ [illegible] [illegible] -- [illegible] របស់គេ ។ [illegible]ពេលដែលមេក្រុមដើរកាត់ ហើយ[illegible] យើង[illegible] [illegible] ដូច្នេះ បើយើង[illegible]ការរបស់ខ្លួនឯង យើងនឹងអាចយកឈ្នះបាន ។

THE OCCUPATION OF WELDING (Cont.)
មុខរបរជាងផ្សារដែក (ត)

I pulled a muscle on my neck, straining. This gun, when you grab this thing from the ceiling, cable, weight, I mean you're pulling everything. Your neck, your shoulders, and your back. I'm very surprised more accidents don't happen. You have to lean over, at the same time holding down the gun. This whole edge here is sharp. I go through a shirt every two weeks, it just goes right through. My coveralls catch on fire. I've had gloves catch on fire. (Indicates arms) See them little holes? That's what sparks do. I've got burns across here from last night.

[illegible]

I know I could find better places to work. But where could I get the money I'm making? Let's face it, $4.32 an hour. That's real good money now. Funny thing is, I don't mind working at body construction. To a great degree, I enjoy it. I love using my hands--more than I do my mind. I love to be able to put things together and see something in the long run. . . .

[illegible] $4.32 [illegible] . . .

I don't eat lunch at work. I may grab a candy bar, that's enough. I wouldn't be able to hold it down. The tension your body is put under by the speed of the line. . . .

[illegible]

THE OCCUPATION OF WELDING (Cont.)
មុខរបរជាងផ្សារដែក (ត)

The younger worker, when he gets uptight, he talks back. But you take an old fellow, he's got a year, two years, maybe three years to go. If it was me, I wouldn't say a word, I wouldn't care what they did. 'Cause, baby, for another two years I can stick it out. I can't blame this man. I respect him because he had enough will power to stick it out for thirty years.

កម្មករក្មេងៗ កាលណាគេខ្ញាល់ គេឆ្លើយតបវិញ
ភ្លាម ។ ក៏ប៉ុន្តែបើគេយកកម្មករចាស់ៗវិញ ដែលនៅ
សល់មួយឆ្នាំទៀត, ពីរឆ្នាំទៀត ជួនកាលបីឆ្នាំ
ទៀត ។ ក៏ប៉ុន្តែបើជាខ្ញុំវិញ ខ្ញុំមិន
និយាយអ្វីទេ ខ្ញុំមិនខ្វល់នឹងអ្នកណាគេធ្វើអ្វីទេ ។
ព្រោះមិត្តអើយ ពីរឆ្នាំទៀត ខ្ញុំអាចទ្រាំបាន ។ ខ្ញុំ
មិនបន្ទោសអ្នកនេះ ខ្ញុំគោរពគាត់ ព្រោះ
គាត់ទ្រាំទ្រធ្វើការបាន ៣០ ឆ្នាំហើយ ។

It's gonna change. There's a trend. We're getting younger and younger men. We got this new Thirty and Out. Thirty years seniority and out. The whole idea is to give a man more time, more time to slow down and live. While he's still in his fifties, he can settle down in a camper and go out and fish. I've sat down and thought about it. I've got twenty-seven years to go. (Laughs.) That's why I don't go around causin' trouble or lookin' for a cause.

បន្តិចទៀតក៏មានការផ្លាស់ប្ដូរហើយ និន្នាការ
មួយ យើងមានក្មេងៗ ហើយក្មេងថែមទៀត យើងមានច្បាប់
ថ្មីមួយ ៣០ ឆ្នាំចេញទៅ ។ ធ្វើការអតីតភាព
បាន ៣០ ឆ្នាំហើយ ។ គោលគំនិតទាំងអស់ គឺដើម្បី
ឲ្យពេលវេលាដល់មនុស្សម្នាក់ៗ ពេលវេលា
បន្ថយល្បឿន ហើយរស់នៅ ។ ក៏ប៉ុន្តែ
គាត់មានវ័យ ៥០ ក្ដី គាត់អាចទៅនៅក្នុង
ផ្ទះកុងតឺន័រ ហើយចេញទៅស្ទូចត្រី ខ្ញុំបានគិតរឿង
[illegible] ... ខ្ញុំនៅ ២៧ ឆ្នាំទៀត
ហើយ [illegible] ខ្ញុំមិនដែលធ្វើ [illegible]
[illegible] ហើយ [illegible] រឿងរកហេតុ
[illegible] ។

THE OCCUPATION OF WELDING: TWO DESCRIPTIONS

CÔNG VIỆC THỢ HÀN : HAI SỰ MÔ TẢ

Read the following two descriptions of the occupation of welding. Description I is taken from the Occupational Outlook Handbook, published by the U.S. Department of Labor, Bureau of Labor Statistics. Description II is taken from the book Working by Studs Terkel, which contains interviews conducted with various people about their jobs and how they feel about them.

Đọc hai mô tả sau đây về công việc thợ hàn. Mô tả 1 được trích từ cuốn Cẩm Nang Triển Vọng Nghề Nghiệp do phòng Thống Kê thuộc bộ Lao Động Hoa Kỳ xuất bản. Mô tả 2 trích từ cuốn Làm Việc, viết bởi Studs Terkel, trong đó gồm những bài phohg vấn nhiều người khác nhau về công việc và cảm nghĩ của họ.

WELDERS (D.O.T. 81)

NATURE OF THE WORK

Welding is the most common way of permanently joining metal parts. Typically heat is applied to the metal pieces to be joined, the parts melt, fuse, and then form a permanent bond. Because of its strength, welding is used to construct and repair parts of ships, automobiles, spacecraft, and thousands of other products. It also joins beams and steel reinforcing rods in buildings, bridges, and highways. . . .

BẢN CHẤT CÔNG VIỆC

Hàn là cách thường dùng nhất để nối liền vĩnh viễn các bộ phận kim khí với nhau. Nhiệt được áp lên những mảnh kim khí cần nối, các bộ phận này chảy ra, hòa vào nhau và tạo nên một mối nối vĩnh viễn. Vì tính cách chắc chắn của nó, hàn được dùng để chế tạo và sửa chữa những bộ phận của tàu thủy, xe hơi, máy bay và hàng ngàn sản phẩm khác. Nó cũng được dùng để nối dui nhà, những trụ sườn sắt trong các binđinh, cầu và xa lộ.

THE OCCUPATION OF WELDING: TWO DESCRIPTIONS (Cont.)
CÔNG VIỆC THỢ HÀN : HAI SỰ MÔ TẢ (t.t)

Since welding processes differ and are used for many purposes, the equipment and skill levels of welders vary. Some jobs require highly skilled manual welders who know how to safely use gas and electric arc welding equipment in all positions and are able to plan their work from drawings or specifications. Other jobs can be handled by unskilled welding machine operators who simply press a button to start the welding machine. Skilled welders know the characteristics and properties, such as melting points, of steel, aluminum, and other commonly used metals. Examples of skilled welders are maintenance welders, pipe welders, and welders who construct ships and bridges. . . .

Vì có nhiều cách hànkhác nhau đuộc xử dụng vào nhiều mục đích, đồ trang bị và mực độ khéo léo cũng thay đổi. Một số công việc đòi hỏi thợ hàn phải có kỹ năng cao, biết cách dùng hơi đốt và mố hàn điện trong mọi vị thế và có thể hoạch định công việc làm từ các bản vẽ hay tài liệu chỉ dẫn. Một số công việc khác có thể do những người thợ không có kỹ năng lắm, bằng cách chỉ bấm nút trên máy hàn. Những người thợ hàn giỏi biết về đặc tính của kim loại như độ nóng chảy của thép, nhôm và các kim loại thông dụng khác. Những thợ hàn giỏi là những thợ hàn về bảo trì, thợ hàn ống, thợ hàn tàu thủy và cầu cống.

THE OCCUPATION OF WELDING: TWO DESCRIPTIONS (Cont.)
CÔNG VIỆC THỢ HÀN : HAI SỰ MÔ TẢ (t.t)

WORKING CONDITIONS

Welders are exposed to more potential hazards than most other workers. They use protective clothing, safety shoes, goggles, helmets with protective lenses, and other devices to prevent burns and eye injuries. Although lighting and ventilation usually are adequate, some metals give off toxic gases and fumes as they melt. Workers often are in contact with rust, grease, and dirt on metal surfaces. Machine operators, however, are largely free from hazards associated with manual welding. A face shield or goggles generally are adequate protection. Skilled welders, working in welding booths, often have long periods of isolation from other workers.

ĐIỀU KIỆN LÀM VIỆC

Thợ hàn phải đối diện với những nguy hiểm có thể xảy ra hơn những người lao động khác. Họ dùng quần áo bảo vệ thân thể, kính lồi che mắt, mũ sắt với kiến che và nhiều dụng cụ khác để ngừa phòng và tránhbị thương ở mắt. Mặc dù hệ thống ánh sáng và thoát hơi được trang bị, một số kim loại thải ra những hơi ốc-xít và khói mùi khi nóng chảy. Người thợ thường phải tiếp xúc với rỉ sắt, dầu mỡ và bụi trên mặt kim loại. Tuy nhiên,những người thợ điều khiển máy thường không gặp phải nguy hiểm như các thợ hàn tay. Một tấm che mắt hay một kính lồi che mắt cũng đủ để bảo vệ thân thể. Những người thợ hàn giỏi thường phải làm việc trên ghế hàn cao, xa cách các người khác trong những thời gian dài.

THE OCCUPATION OF WELDING (Cont.)
CỐNG VIỆC THỢ HÀN

II. EXCERPTS FROM WORKING BY STUDS TERKEL.*
TRÍCH TỪ CUỐN LÀM VIỆC CỦA STUDS TERKEL.

Phil Stallings

He is a spot-welder at the Ford assembly plant on the far South Side of Chicago. He is twenty-seven years old; recently married. He works the third shift: 3:30 P.M. to midnight. . . .

Anh ta là thọ hàn tai xưởng ráp của hãng Ford, nằm ở phía cực nam Chicago. Anh ta hai mươi bảy tuổi, vừa mới lấp gia đình và làm việc trong ca thở thứ ba từ 3giờ 30 chiều đến nửa đêm.

I stand in one spot, about two- or three-feet area, all night. The only time a person stops is when the line stops. We do about thirty-two jobs per car, per unit. Forty-eight units an hour, eight hours a day. Thirty-two times forty-eight times eight. Figure it out. That's how many times I push that button.

Tôi đứng một chỗ suốt đêm trên một khoảng trống độ hai hay ba bộ. Thời gian duy nhất mà người thợ ngưng làm việc là lúc dây ráp nối dừng lại. Chúng tôi làm khoảng ba mươi hai công việc cho một xe hơi, tức là một đơn vị. Bốn mươi tám đơn vị cho một giờ và tám giờ trong một ngày. Thử tính đi. Ba mươi hai nhân cho bốn mươi tám lần tám. Đó là số lần tôi phải nhấn chiếc nút này.

The noise, oh it's tremendous. You open your mouth and you're liable to get a mouthful of sparks. (Shows his arms) That's a burn, these are burns. You don't compete against the noise. You go to yell and at the same time you're straining to maneuver the gun to where you have to weld. . . .

Về tiếng động thôi thì khỏi nói. Nếu bạn mở mồm thì chắc chắn mồm bạn sẽ đầy vụn hàn. (Anh ta đưa cánh tay ra) Tất cả đây là những vết bỏng. Bạn không tranh hơn thua với tiếng động. Ban sẽ phải hét lên trong cùng lúc phải chú tâm hướng mỏ hàn vào đúng chỗ. . .

You got some guys that are uptight, and they're not sociable. It's too

Có những người khó chịu và không thân thiện. Điều này thật phiền. Bạn chịu lẻ

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*From Working: People Talk About What They Do All Day And How They Feel About What They Do, by Studs Terkel. Copyright @ 1972, 1974 by Studs Terkel. Reprinted by permission of Pantheon Books, a Division of Random House, Inc.

THE OCCUPATION OF WELDING (Cont.)
CỐNG VIỆC THỢ HÀN (tiếp theo)

rough. You pretty much stay to yourself. You get involved with yourself. You dream, you think of things you've done. I drift back continously to when I was a kid and what me and my brothers did. The things you love most are the things you drift back into.	loi. Bạn chỉ liên quan với chính mình. Bạn mơ mộng, nghĩ đến những điều đã qua. Tôi thường để tâm trí trở về những ngày còn bé và những gì mà anh tôi và tôi đã làm. Những điều bạn thích nhất là những điều bạn hồi tưởng lại.
Lots of times I worked from the time I started to the time of the break and I never realized I had even worked. When you dream, you reduce the chances of friction with the foreman or with the next guy. . . .	Nhiều lần tôi làm việc từ khi bắt đầu cho đến giờ nghỉ giải lao mà không hề ý thức rằng tôi đã làm việc. Khi mơ mộng, bạn giảm thiểu được những cơ hội đụng chạm với người cai thợ hay người bên cạnh
Repetition is such that if you were to think about the job itself, you'd slowly go out of your mind. You'd let your problems build up, you'd get to a point where you'd be at the fellow next to you--his throat. Every time the foreman came by and looked at you, you'd have something to say. You just strike out at anything you can. So if you involve yourself by yourself, you overcome this. . . .	Nếu nghĩ đến công việc, sự lặp đi lặp lại càng tệ hại. Dần dần bạn trở nên mất tự chủ. Sự bực bội cứ tăng dần cho đến một lúc mà bạn muốn cắt cổ thằng cha bên cạnh. Mỗi lần người cai thợ đến nhìn bạn, bạn đều có điều để nói. Bạn cần tấn công bất cứ một cái gì. Do đó, nếu chỉ để ý đến bạn, bạn có thể vượt qua điều này...

THE OCCUPATION OF WELDING (Cont.)
CÔNG VIỆC NGHỀ HÀN (tiếp theo)

I pulled a muscle on my neck, straining. This gun, when you grab this thing from the ceiling, cable, weight, I mean you're pulling everything. Your neck, your shoulders, and your back. I'm very surprised more accidents don't happen. You have to lean over, at the same time holding down the gun. This whole edge here is sharp. I go through a shirt every two weeks, it just goes right through. My coveralls catch on fire. I've had gloves catch on fire. (Indicates arms) See them little holes? That's what sparks do. I've got burns across here from last night.

Tôi kéo một bắp thịt căng thẳng ở cổ. Cái mỏ hàn này, khi bạncầm lấy nó từ trần nhà, dây cáp, trọng lượng, có nghĩa là bạn kéo căng mọi thứ. Cổ bạn, vai bạn, lưng bạn. Tôi rất ngạc nhiên tại sao tai nạn không xảy ra nhiều hơn. Bạn phải cúi về đằng trướcvà để mỏ hàn xuống. Thế đứng thật chênh vênh. Cứ mỗi hai tuần, một cái áo hư tiêu, nát bét. Bộ áo phủ ngoài của tôi bốc cháy. Tôi cũng đã có găng tay bị cháy. (Anh ta chỉ vào cánh tay). Nhìn thấy những lỗ nhỏ này không. Tôi vừa bị bỏng đêm qua đây !

I know I could find better places to work. But where could I get the money I'm making? Let's face it, $4.32 an hour. That's real good money now. Funny thing is, I don't mind working at body construction. To a great degree, I enjoy it. I love using my hands--more than I do my mind. I love to be able to put things together and see something in the long run. . . .

Tôi biết là tôi có thể tìm chỗ khá hơn để làm việc. Nhưng tôi kiếm đâu ra số lương như thế này ? Hãy thực tế, 4 mỹ-kim 32 xu một giờ. Thời buổi này lương như vậy là khá lắm. Điều buồn cười là tôi không ngại làm việc trong xưởng làm sườn xe. Nói chung, tôi thích công việc đó. Tôi khoái xử dụng chân tay hơn là trí óc. Tôi thích ráp các đồ vật vào với nhau và nhìn thấy một cái gì sau đó ...

THE OCCUPATION OF WELDING (Cont.)
CÔNG VIỆC THỢ HÀN (tiếp theo)

I don't eat lunch at work. I may grab a candy bar, that's enough. I wouldn't be able to hold it down. The tension your body is put under by the speed of the line. . . .	Tôi không ăn trưa khi làm việc. Có thể tôi nhai vội một thẻ kẹo, thế là đủ. Tôi không nuốt nổi. Thân thể căng thẳng dưới tốc độ của công việc ...
The younger worker, when he gets uptight, he talks back. But you take an old fellow, he's got a year, two years, maybe three years to go. If it was me, I wouldn't say a word, I wouldn't care what they did. 'Cause, baby, for another two years I can stick it out. I can't blame this man. I respect him because he had enough will power to stick it out for thirty years.	Khi người thợ trẻ bị căng thẳng, anh ta gây gổ. Nhưng hãy chọn một người thợ già, ông ta chỉ còn một, hai hay ba năm nữa để làm việc. Nếu đó là tôi, tôi sẽ không nói một lời nào. Tôi sẽ chẳng chấp những điều họ làm. Bởi vì, trong độ hai năm nữa, tôi rồi cũng vậy. Tôi không thể trách cứ gì anh thợ già. Tôi phục anh ta đã có đủ nghị lực để đeo đuổi, chịu đựng trong vòng ba mươi năm.
It's gonna change. There's a trend. We're getting younger and younger men. We got this new Thirty and Out. Thirty years seniority and out. The whole idea is to give a man more time, more time to slow down and live. While he's still in his fifties, he can settle down in a camper and go out and fish. I've sat down and thought about it. I've got twenty-seven years to go.	Nhưng rồi sẽ thay đổi. Có một chiều hướng như vậy. Chúng tôi trở nên trẻ hơn và có thêm những người trẻ. Chúng tôi có được cái gọi là "Thirty and Out". Ba mươi năm thâm niên và rời khỏi công việc. Mục đích là tạo cho con người có thêm nhiều thời gian để sống một cuộc sống chậm rãi hơn. Vào lớp tuổi năm mươi, người thợ có thể sắm một chiếc xe cắm trại, đi đây đi đó, câu cá. Tôi đã nghĩ ngợi về điều đó. Còn phải hai mươi bảy năm nữa.

THE OCCUPATION OF WELDING (Cont.)
CÔNG VIỆC THỢ HÀN (tiếp theo)

(Laughs.) That's why I don't go around causin' trouble or lookin' for a cause.	(Cười). Đó là lý do tại sao tối không muốn gấy chuyện lôi thói hoặc tìm kiếm lý cớ.

THE OCCUPATION OF WELDING: TWO DESCRIPTIONS

ວິຊາອາຊີບ ການຈອດເຫຼັກ : ໒ ບັນລະຍາຍ (ຕໍ່.)

Read the following two descriptions of the occupation of welding. Description I is taken from the Occupational Outlook Handbook, published by the U.S. Department of Labor, Bureau of Labor Statistics. Description II is taken from the book Working by Studs Terkel, which contains interviews conducted with various people about their jobs and how they feel about them.

ຈົ່ງອ່ານສອງບັນລະຍາຍຂອງວິຊາອາຊີບການຈອດເຫຼັກດັ່ງຕໍ່ໄປນີ້: ບັນລະຍາຍທີ່ໜຶ່ງໄດ້ເອົາມາຈາກ ປຶ້ມກ່ຽວກັບການເຄື່ອນໄຫວວິຊາອາຊີບ ພິມດ້ວຍອົງການກັມມະກອນຂອງສະຫະລັດ ອົງການທີ່ຫັບໃຊ້ຂ່າວການຂອງກັມມະກອນ. ບັນລະຍາຍທີ່ສອງມາຈາກປຶ້ມເຮັດການຈາກ Studs Terkel, ທີ່ມີການສົນທະນາກັບບຸກຄົນທັງຫລາຍກ່ຽວກັບຄວາມຄິດຂອງພວກເຂົາ ຕໍ່ວຽກການຂອງພວກເຂົາເຈົ້າ.

WELDERS (D.O.T. 81)

ຊ່າງຈອດເຫຼັກ (D.O.T. 81)

NATURE OF THE WORK

ໜ້າທີ່ຂອງວຽກ

Welding is the most common way of permanently joining metal parts. Typically heat is applied to the metal pieces to be joined, the parts melt, fuse, and then form a permanent bond. Because of its strength, welding is used to construct and repair parts of ships, automobiles, spacecraft, and thousands of other products. It also joins beams and steel reinforcing rods in buildings, bridges, and highways. . . .

ການຈອດເປັນວິທີທີ່ທັມມະດາທີ່ສຸດ ທີ່ຕໍ່ເຂົ້າສອງຕອນຕລອດໄປ. ທັມມະດາໃຊ້ຄວາມຮ້ອນຕໍ່ຕອນເຫຼັກຫຼາຍຕອນ ທີ່ຈະຕິດໃສ່ກັນ ໂດຍຕອນເຫຼັກເປື່ອຍມຸ້ຍ, ແລະແລ້ວຈອດເປັນອັນໜຶ່ງອັນດຽວກັນຕລອດໄປ. ດ້ວຍຄວາມແຂງແຮງ ການຈອດຈຶ່ງໄດ້ໃຊ້ປ່ອນ ຄົນກໍ່ສ້າງ ແປງເຄື່ອງ ຜ່ານເຮືອ, ຜ່ານລົດ, ຜ່ານເຄື່ອງບິນ ແລະອື່ນໆ ອີກຕໍ່ໄປ. ມັນກໍ່ຍັງໃຊ້ປ້ອນມາຈອດເສົາໃຫຍ່ ແລະເຫລັກຄ້ຳ ກໍ່ສ້າງຄວາມແຂງແຮງ ຂອງຕຶກ ຂອງຂົວ ແລະ ຂອງທາງໃຫຍ່.

THE OCCUPATION OF WELDING: TWO DESCRIPTIONS (Cont.)
ວິຊາອາຊີບການຈອດເຫຼັກ : ໒ ບັນລະຍາຍ (ຕໍ່)

Since welding processes differ and are used for many purposes, the equipment and skill levels of welders vary. Some jobs require highly skilled manual welders who know how to safely use gas and electric arc welding equipment in all positions and are able to plan their work from drawings or specifications. Other jobs can be handled by unskilled welding machine operators who simply press a button to start the welding machine. Skilled welders know the characteristics and properties, such as melting points, of steel, aluminum, and other commonly used metals. Examples of skilled welders are maintenance welders, pipe welders, and welders who construct ships and bridges. . . .

ເພາະວ່າວິທີການຈອດມີແຕກຕ່າງກັນ ແລະກໍໃຊ້ເພື່ອເຫດຜົນຫຼາຍຢ່າງ ເຄື່ອງອຸປະກອນ ແລະສີມືຂອງຊ່າງຈອດກໍຕ່າງກັນ. ວຽກການບາງຢ່າງຕ້ອງການຊ່າງຈອດທີ່ມີສີມືດີ ຂະເຈົ້າຮູ້ວິທີໃຊ້ກາສ ແບບແລະ ກໍສາມາດວາງແຜນກ່ຽວກັບວຽກໂດຍເບິ່ງແຜນທີ່ (ແຕັນ) ຫຼືວ່າກົດລະບຽບຂອງວຽກ. ວຽກການອື່ນໆຈະໃຊ້ຊ່າງຈອດທີ່ບໍ່ມີສີມື ມີແຕ່ບີບຕຸ່ມເຄື່ອງຈອດເຫຼັກ. ຊ່າງຈອດທີ່ມີສີມືຮູ້ຈັກສິ່ງປະກອບ ແລະ ຮັບຮູ້ກໍ ຈຸດເປື່ອຍຂອງເຫຼັກ ອະໄລມີນຽມ ແລະເຫຼັກທີ່ໃຊ້ຕາມທຳມະດາ.

ຕົວຢ່າງຂອງຊ່າງຈອດທີ່ມີສີມືດີ: ຊ່າງຈອດຝ່າຍຮັກສາໃຊ້ງານ ຊ່າງຈອດຝ່າຍທໍ່ ແລະ ຊ່າງຈອດຜູ້ທີ່ສ້າງເຮືອ ແລະສ້າງຂົວ

THE OCCUPATION OF WELDING: TWO DESCRIPTIONS (Cont.)

ວິຊາອາຊີບການຈອດເຫຼັກ ໒ ບັນລະບາຍ (ຕໍ່.)

WORKING CONDITIONS

Welders are exposed to more potential hazards than most other workers. They use protective clothing, safety shoes, goggles, helmets with protective lenses, and other devices to prevent burns and eye injuries. Although lighting and ventilation usually are adequate, some metals give off toxic gases and fumes as they melt. Workers often are in contact with rust, grease, and dirt on metal surfaces. Machine operators, however, are largely free from hazards associated with manual welding. A face shield or goggles generally are adequate protection. Skilled welders, working in welding booths, often have long periods of isolation from other workers.

ຊ່າງຈອດຄົງຈະຖືກແນວທີ່ອັນຕະລາຍຫຼາຍກວ່າພະນັກງານອື່ນໆ ຂະເຈົ້າໃຊ້ເຄື່ອງນຸ່ງແບບປ້ອງກັນ ເກີບສໍາລັບປອດໄພ. ແວ່ນຕາ, ໝວກເຫຼັກທີ່ມີແວ່ນແບບປ້ອງກັນ ແລະເຄື່ອງໃຊ້ອື່ນໆທີ່ບໍ່ໃຫ້ໄຟໄໝ້ ແລະບໍ່ໃຫ້ເຈັບຕາ ນອກຈາກນັ້ນແລ້ວ ຄວາມສວ່າງຂອງແສງໄຟ ແລະອາກາດຕາມປົກກະຕິກໍພໍສົມຄວນ ແຕ່ວ່າເຫຼັກບາງຢ່າງ ເວລາມັນເປື່ອນຈະມີແກສທີ່ເຮັດໃຫ້ເມົາໄດ້. ພະນັກງານສ່ວນມາກຈະໄດ້ຈັບຂີ້ໝ້ຽງ ນໍ້າມັນ ແລະດິນເປື້ອນ ຕາມໜ້າເຫຼັກ. ຜູ້ໃຊ້ເຄື່ອງຈອດ, ເຖິງວ່າຢ່າງໃດກໍບໍ່ໄດ້ຖືກສິ່ງທີ່ອັນຕະລາຍ ມາກນັກ ຝ່າຍຈອດມື. ແຜ່ນປ້ອງກັນໜ້າ ຫຼືວ່າ ແວ່ນຕາຕາມທຳມະດາ ປ້ອງກັນພຽງພໍ ຊ່າງຈອດທີ່ມີຝີມື ສ່ວນມາກຈະຢູ່ຄົນດຽວ ເປັນເວລານານທີ່ໄກຈາກພະນັກງານອື່ນໆ.

THE OCCUPATION OF WELDING (Cont.)
ອາຊີບເຊື່ອມຫລໍ່ເຫລັກ (ຕໍ່)

II. EXCERPTS FROM WORKING BY STUDS TERKEL.*
ເລື່ອງຄັດມາຈາກການເລື່ອງວຽກການຂອງ Studs Terkel.

Phil Stallings
ຟິລສະຕໍລິງ.

He is a spot-welder at the Ford assembly plant on the far South Side of Chicago. He is twenty-seven years old; recently married. He works the third shift: 3:30 P.M. to midnight. . . .
ລາວເປັນຊ່າງຈອດ ຢູ່ທີ່ບໍລິສັດ ຟອດ. ຢູ່ທິດໃຕ້ຂອງ Chicago. ລາວມີອາຍຸ 27 ປີ ຫາກໍ່ແຕ່ງງານ. ລາວເຮັດລອບທີສາມ: ຕັ້ງແຕ່ 3.30 ຕອນແລງ ໄປເຖິງກາງຄືນ.

I stand in one spot, about two- or three-feet area, all night. The only time a person stops is when the line stops. We do about thirty-two jobs per car, per unit. Forty-eight units an hour, eight hours a day. Thirty-two times forty-eight times eight. Figure it out. That's how many times I push that button.

ເຂົ້າຢືນຢູ່ບ່ອນນຶ່ງ ປະມານສອງທີ່ສາມກ້າວ ຕລອດຄືນ. ເວລາຄົນຈະຢຸດ ກໍແມ່ນຕອນສາຍວຽກການຢຸດ. ພວກເຂົ້າເຮັດ ປະມານ 32 ວຽກ ຕໍ່ຄັນລົດ. ຕໍ່ຄັນ. 48 ຄັນ ຕໍ່ຊົ່ວໂມງ. 8 ຊົ່ວໂມງຕໍ່ມື້. 32 ຄູນ 48 ຄູນ 8. ໄລ່ອອກມາ ນັ້ນຄືຈຳນວນທີ່ເຂົ້າບີບປຸ່ມນີ້.

The noise, oh it's tremendous. You open your mouth and you're liable to get a mouthful of sparks. (Shows his arms) That's a burn, these are burns. You don't compete against the noise. You go to yell and at the same time you're straining to maneuver the gun to where you have to weld. . . .

ສຽງທີ່ນີ້. ໂອ້ ຮ້າຍແຮງດີ. ເມື່ອໃດເຈົ້າອ້າປາກ ມັນຈະມີດອກໄຟ ຢູ່ເຕັມປາກເຈົ້າ. (ເຂົາແນມຂອງລາວໃຫ້ເບິ່ງ) ນີ້ແມ່ນຖືກໄໝ້ ນີ້ກໍຖືກໄໝ້. ເຈົ້າບໍ່ຕ້ອງຄິດຈະຕໍ່ສູ້ກັບສຽງທີ່ນີ້. ເຈົ້າຈະຕ້ອງຮ້ອງແຮງແລະໃນເວລາດຽວກັນເຈົ້າຈະຕ້ອງຈັບເຄື່ອງຈອດໄປໃຫ້ຖືກຕາມບ່ອນທີ່ເຈົ້າຈະຈອດ

You got some guys that are uptight, and they're not sociable. It's too

ຈະມີຄົນບາງຄົນທີ່ບໍ່ມ່ວນ ແລະຈະພາໃຫ້ຂະເຈົ້າບໍ່ມັກ ຫຍໍ້ກັບກັບຄົນອື່ນ. ອັນນີ້ເປັນສິ່ງທີ່

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THE OCCUPATION OF WELDING (Cont.)
ອາຊີບງານຊ່າງຈອດ (ຕໍ່.)

rough. You pretty much stay to yourself. You get involved with yourself. You dream, you think of things you've done. I drift back continously to when I was a kid and what me and my brothers did. The things you love most are the things you drift back into.

ບາກຫຼາຍ. ສ່ວນມາກເຈົ້າຈະຢູ່ແລະກໍ່ກັບເຈົ້າເອງ. ເຈົ້າເຮັດວຽກດວັນກັບເອງ. ເຈົ້າຝັນ ເຈົ້າຄິດເຖິງສິ່ງເຈົ້າເຮັດມາ. ຂ້ອຍຄິດໄປຄິດມາ ຮອດເບື້ອງຫຼັງຕອນຂ້ອຍຍັງເປັນເດັກນ້ອຍ ແລະສິ່ງທີ່ຂ້ອຍ ຜູ້ລະອ້າຍນ້ອງຂ້ອຍໄດ້ເຮັດມາ ສິ່ງທີ່ເຈົ້າມັກຫຼາຍຈະເປັນສິ່ງທີ່ເຈົ້າຄິດກັບເມື່ອ.

Lots of times I worked from the time I started to the time of the break and I never realized I had even worked. When you dream, you reduce the chances of friction with the foreman or with the next guy. . . .

ມີຫຼາຍຄັ້ງ ຂ້ອຍເຮັດການຕັ້ງແຕ່ເລີ່ມຕົ້ນຈົນເຖິງຊົ່ວໂມງພັກເມື່ອຍ ແລະບໍ່ຮູ້ສຶກໂຕ ເລີຍວ່າຂ້ອຍຍັງບໍ່ໄດ້ເຮັດວຽກເທື່ອ. ເມື່ອເວລາເຈົ້າຝັນ, ເຈົ້າຈະມີໂອກາດໜ້ອຍທີ່ຈະໄປຜິດໃຈພວກຄວບຄຸມງານ ຫຼື ກັບຜູ້ໃກ້ຄຽງເຈົ້າ.

Repetition is such that if you were to think about the job itself, you'd slowly go out of your mind. You'd let your problems build up, you'd get to a point where you'd be at the fellow next to you--his throat. Every time the foreman came by and looked at you, you'd have something to say. You just strike out at anything you can. So if you involve yourself by yourself, you overcome this. . . .

ເຮັດວຽກແບບເກົ່າເລື້ອຍໆ ຖ້າວ່າເຈົ້າໄປຄິດກ່ຽວກັບວຽກເຈົ້າ, ເຈົ້າອາດຈະຄ່ອຍໆເປັນບ້າໄປ. ເຈົ້າເລີ່ມມີບັນຫາຫຼາຍ ແລ້ວເຈົ້າອົດໄປເຖິງຈຸດນຶ່ງແລ້ວ ບາດນັ້ນເຈົ້າຈະພົບຄົນທີ່ຢູ່ທາງຂ້າງເຈົ້າ. ທຸກໆເທື່ອ ເວລາພວກຄວບຄຸມຍ່າງມາແລ້ວເບິ່ງເຈົ້າ, ເຈົ້າຈະມີຄວາມເວົ້າຕໍ່. ເຈົ້າຈະຕໍ່ວ່າທຸກສິ່ງທີ່ເຈົ້າເວົ້າໄດ້. ດ້ວຍເຫດນີ້ ຖ້າວ່າເຈົ້າກໍ່ກັບຕົວໂຕເອງ, ເຈົ້າຈະແກ້ໄຂເລື່ອງນີ້...

THE OCCUPATION OF WELDING (Cont.)
ອາຊີບຊ່າງຈອດ (ຕໍ່.)

I pulled a muscle on my neck, straining. This gun, when you grab this thing from the ceiling, cable, weight, I mean you're pulling everything. Your neck, your shoulders, and your back. I'm very surprised more accidents don't happen. You have to lean over, at the same time holding down the gun. This whole edge here is sharp. I go through a shirt every two weeks, it just goes right through. My coveralls catch on fire. I've had gloves catch on fire. (Indicates arms) See them little holes? That's what sparks do. I've got burns across here from last night.

ຂ້ອຍ ບິດ ເອັນ ທີ່ ຄໍ ຂ້ອຍ, ຫຼາຍ ເກີນ ໄປ. ປືນ ຈອດ ນີ້, ເວລາ ເຈົ້າ ຈັບ, ຈາກ ໃສ່ ເພດານ, ສາຍ ເຫຼັກ, ນ້ຳ ໜັກ, ຂ້ອຍ ໝາຍ ເຖິງ ວ່າ ເຈົ້າ ກຳລັງ ດຶງ ແຮງ ທຸກ ສິ່ງ. ແຮງ ຈາກ ຄໍ ເຈົ້າ, ຈາກ ບ່າ ເຈົ້າ ແລະ ຈາກ ຫຼັງ ເຈົ້າ. ຂ້ອຍ ຕື່ນ ເຕັ້ນ ຫຼາຍ ວ່າ ການ ອຸບັດຕິເຫດ ບໍ່ ໄດ້ ເກີດ ຂຶ້ນ ເລື້ອຍໆ. ເຈົ້າ ຕ້ອງ ກົ້ມ ລົງ ໄປ, ແລະ ໃນ ເວລາ ດຽວ ກັນ ຕ້ອງ ຖື ແລະ ອັດ ປືນ ຈອດ. ບ່ອນ ທີ່ ກ່າວ ນີ້ ລ້ວນ ແຕ່ ຄົມ. ເສື້ອ ເຊີ້ດ ນີ້ ໃຊ້ ໄດ້ ສອງ ອາທິດ. ມັນ ຈະ ເປັນ ຮູ ຂາດ ໄປ. ເຄື່ອງ ນຸ່ງ ນອກ ຂອງ ຂ້ອຍ ຖືກ ໄຟ ໄໝ້. ຖົງ ມື ຂ້ອຍ ກໍ່ ຖືກ ໄຟ ໄໝ້. (ເບິ່ງ ແຂນ) ໃຫ້ ເບິ່ງ ຮູ ເບິ່ງ ໄຟ. ຂ້ອຍ ຖືກ ໄຟ ໄໝ້ ຢູ່ ບ່ອນ ນີ້ ຈາກ ມື້ ກີ້ ນີ້

I know I could find better places to work. But where could I get the money I'm making? Let's face it, $4.32 an hour. That's real good money now. Funny thing is, I don't mind working at body construction. To a great degree, I enjoy it. I love using my hands--more than I do my mind. I love to be able to put things together and see something in the long run. . . .

ຂ້ອຍ ຮູ້ ວ່າ ຂ້ອຍ ຈະ ຫາ ເຮັດ ການ ບ່ອນ ທີ່ ດີ ກ່ວາ ນີ້ ໄດ້. ແຕ່ ວ່າ ຂ້ອຍ ຈະ ໄປ ຫາ ບ່ອນ ໃດ ທີ່ ຈະ ໄດ້ ເງິນ ເທົ່າ ກັບ ທີ່ ຂ້ອຍ ເຮັດ ນີ້. ເອີ້ ຄື ໄດ້ $4.32 ຕໍ່ ຊົ່ວໂມງ. ມັນ ແມ່ນ ເງິນ ດີ ຫຼາຍ ແລ້ວ ດຽວ ນີ້. ສິ່ງ ທີ່ ຕະຫຼົກ ນີ້, ຂ້ອຍ ບໍ່ ຈົ່ມ ເຮັດ ການ ຢູ່ ບ່ອນ ທີ່ ເພີ່ມ ກ່າວ ໃສ່ ຕົວ. ເບິ່ງ ໄດ້ ອີກ ຂ້ອຍ ກໍ່ ມັກ ມັນ ຢູ່. ຂ້ອຍ ມັກ ໃຊ້ ມື ຂອງ ຂ້ອຍ ຫຼາຍ ກວ່າ ສະໝອງ ຂ້ອຍ. ຂ້ອຍ ມັກ ທີ່ ຂ້ອຍ ສາມາດ ປະກອບ ເຄື່ອງ ເຂົ້າ ກັນ ແລະ ເບິ່ງ ມັນ ຕໍ່ໆ ໄປ. . .

THE OCCUPATION OF WELDING (Cont.)
ວິຊາ ອາຊີບ ຊ່າງຈອດ (ຕໍ່)

I don't eat lunch at work. I may grab a candy bar, that's enough. I wouldn't be able to hold it down. The tension your body is put under by the speed of the line. . . .	ຂ້ອຍບໍ່ກິນອາຫານທ່ຽງ ຢູ່ບ່ອນເຮັດການ. ຂ້ອຍ ບາງເທື່ອກິນ ແຕ່ເຄື່ອງຫວານກໍພໍ. ຂ້ອຍບໍ່ສາມາດກິນ ແລະ ຄວບຄຸມມັນໄດ້. ວຽກການເຮັດໃຫ້ຮ່າງກາຍເຈົ້າ ມີຄວາມກົດດັນຫຼາຍ
The younger worker, when he gets uptight, he talks back. But you take an old fellow, he's got a year, two years, maybe three years to go. If it was me, I wouldn't say a word, I wouldn't care what they did. 'Cause, baby, for another two years I can stick it out. I can't blame this man. I respect him because he had enough will power to stick it out for thirty years.	ຄົນງານທີ່ໜຸ່ມໜ້ອຍ. ເມື່ອເວລາລາວໂກດໃຈ, ລາວກໍຕໍ່ວ່າຄືນ. ແຕ່ວ່າເຈົ້າເອົາຄົນເຖົ້າທີ່ຈະລັບມາ ເຈົ້າຜູ້ຍັງວ່າງແຕ່ປີໜຶ່ງ. ສອງປີ ຫຼືວ່າສາມປີ ແລະເຮັດວຽກຕໍ່ໄປ. ຖ້າວ່າແມ່ນຂ້ອຍ, ຂ້ອຍຈະບໍ່ເວົ້າອັນໃດຈັກຄໍາ, ຂ້ອຍຈະບໍ່ສົນໃຈວ່າເຂົາຈະເຮັດຫຍັງ. ເພາະວ່າເຈົ້າເອີຍ, ອີກແຕ່ສອງປີ ຂ້ອຍຈະທົນລອດໄດ້ປີ. ຂ້ອຍຈະຕິຜູ້ຊາຍນີ້ບໍ່ໄດ້. ຂ້ອຍນັບຖືລາວ ເພາະວ່າລາວມີຄວາມອົດທົນທີ່ຢູ່ໄດ້ ໓໐ ປີ.
It's gonna change. There's a trend. We're getting younger and younger men. We got this new Thirty and Out. Thirty years seniority and out. The whole idea is to give a man more time, more time to slow down and live. While he's still in his fifties, he can settle down in a camper and go out and fish. I've sat down and thought about it. I've got twenty-seven years to go.	ມັນມີການປ່ຽນ. ມັນມີທາງ. ພວກເຮົານັບໜຸ່ມລົງ ແລະ ຄົນກໍນັບໜຸ່ມລົງ. ພວກເຮົາມີພວກໃໝ່ທີ່ ໓໐ ປີ ແລ້ວຈະອອກໄປ ໓໐ປີ ອາວຸໂສ ແລະຈະພັກໄປ. ຄວາມຄິດທັງໝົດນີ້ ແມ່ນໃຫ້ຄົນຜູ້ນັ້ນ ເວລາຫຼາຍໃນ ແລ້ວໃຫ້ເວລາຄ່ອຍໆ ເພື່ອຢູ່ຕໍ່ໄປ. ໃນເມື່ອລາວຍັງຢູ່ໃນຮອບຫ້າປີ, ລາວຈະມີໂອກາດຢູ່ໃນລົດທ່ອງທ່ຽວທີ່ພ້ອມໄດ້ ແລະໄປຫາພວກກົດປາ ເວັ່ນໄດ້ນັ່ງຄິດຢູ່ກ່ຽວກັບເລື່ອງນີ້. ຂ້ອຍຍັງໄດ້ເຮັດຕໍ່ອີກ ໒໗ ປີ.

THE OCCUPATION OF WELDING (Cont.)
ອາຊີບຊ່າງຊູບ ຕິ່ງວອດ (ຕໍ່)

(Laughs.) That's why I don't go around causin' trouble or lookin' for a cause.	(ຫົວ) ດ້ວຍເຫດນັ້ນ ຂ້ອຍຈຶ່ງບໍ່ໄປກວນ ຄວາມຫຍຸ້ງຍາກ ຫຼືວ່າຊອກຫາຕົ້ນເຫດ.

JOB DESCRIPTIONS

UNIT III/LESSON 4

OBJECTIVES:

1. Students will give oral descriptions for several occupations.
2. Students will compare descriptions of an occupation from two objective sources.
3. Students will write a short occupational description.

INSTRUCTOR PREPARATION:

1. Prepare sufficient copies of An Elementary School Teacher (III-4-SHa) and Match the Descriptions and Families (III-4-SHb)
2. Collect one or two want ad pages for distribution to each student.
3. Review Job Descriptions Game (III-4-IHa).

PROCEDURE:

Reading and discussion of occupational descriptions; writing of brief descriptions; playing of Job Descriptions Game.

MATERIALS:

1. An Elementary School Teacher (III-4-SHa)
2. Job Descriptions Game (III-4-IHa)
3. Match the Descriptions and Families (III-4-SHb)

GUIDELINES:

In-Class Activities

1. Select some common occupations in Indochina and in the U.S. Have students

NOTES:

Examples: farmer, weaver, tax driver, gas station attendant, shoe

GUIDELINES (Cont.):

give a short oral description for each of these occupations.

2. Distribute Descriptions of an Elementary School Teacher (III-4-SHa). Have students read the selections from the DOT and the OOH describing the work done in this occupation. Discuss the diffrences between the two.

3. Ask students to write a brief description of this occupapation in their own words. Ask volunteers to share theirs with the class.

4. Discuss job descriptions. Point out that ads in papers are describing specific work at specific places, so they are called job (not occupational) descriptions. Want ads tell:
   - what is done
   - where
   - for whom
   - for how much salary

5. Distribute want ad pages and play the Job Descriptions Game (III-4-IHa).

Outside Activity:

Ask students to complete Match the Descriptions and Families (III-4-SHb). They may use a dictionary, the DOT, the OOH, or other materials in the career center to help them.

NOTES:

salesperson, secretary, government official, military officer.

Write the best description on the chalkboard.

Responses to III-4-SHb:

Part A

E - 1
H - 6
D - 10
B - 2
I - 11
K - 12
G - 5
J - 13
A - 3
C - 8

REFERENCES AND SUPPLEMENTARY MATERIALS:

U.S. Department of Labor. Dictionary of Occupational Titles (4th ed.) Washington D.C.: Government Printing Office, 1977.

U.S. Department of Labor. Occupational Outlook Handbook. Washington D.C.: Government Printing Office, March 1980.

JOB DESCRIPTIONS GAME

Divide students into an even number of groups of students (3 per group). Distribute pages from the want ads; ask students to select 3 jobs of possible interest to the class. Emphasize that most want ads do not provide complete job descriptions. Students should therefore look at the longer, more detailed ads.

After groups have identified their jobs, they should play the following Job Description Game. Assign numbers to the trios. All odd-numbered trios are Team #1. All even-numbered trios are Team #2. Team #1 begins by naming one of their jobs. Team #2 must provide a short job description for this job. They continue to name jobs until Team #2 misses. Then Team #2 names a job.

The instructor should evaluate the job descriptions of the two teams and award points as follows:

- If the job description provided by a team is correct and complete, that team wins a point.
- If a team's description is not correct, the other team wins a point.

The team with the largest number of points wins the game.

AN ELEMENTARY SCHOOL TEACHER
គ្រូបង្រៀនសាលាបឋមសិក្សា

DESCRIPTION #1: Dictionary of Occupational Titles
ពិពណ៌នាទី ១ : វចនានុក្រម ស្ដីអំពីការដាក់ [illegible] មុខរបរ

TEACHER, ELEMENTARY SCHOOL

Teaches elementary school pupils academic, social, and manipulative skills in public or private educational system: Prepares teaching outline for course of study. Lectures, demonstrates, and uses audiovisual teaching aids to present subject matter to class. Prepares, administers, and corrects tests, and records results. Assigns lessons, corrects papers, and hears oral presentations. Maintains order in classroom and on playground. Counsels pupils when adjustment and academic problems arise. Discusses pupils' academic and behavior problems with parents and suggests remedial action. Keeps attendance and grade records as required by school board.

គ្រូបង្រៀន, សាលាបឋមសិក្សា

បង្រៀនសិស្សថ្នាក់បឋមសិក្សា [illegible], សង្គម និង ការ [illegible] តាមរបៀបការសិក្សាសាធារណៈ និង ឯកជន ។ [illegible]

AN ELEMENTARY SCHOOL TEACHER (Cont.)
គ្រូបង្រៀនសាលាបឋមសិក្សា (ត.)

DESCRIPTION #2: Occupational Outlook Handbook
ពិពណ៌នាទី ២: សៀវភៅណែនាំទស្សនវិស័យមុខរបរ

Elementary school teachers must introduce children to the basic concepts of mathematics, language, science, and social studies. . . . They also try to instill in the students good study and work habits and an appreciation for learning while closely watching and evaluating each child's performance and potential. Teachers also are concerned with the social development and health of their students.

គ្រូបង្រៀនសាលាបឋមសិក្សាត្រូវដឹកនាំក្មេង ឲ្យមានមូលដ្ឋានយល់នូវវិជ្ជាគណិតសាស្ត្រ, ភាសា, វិទ្យាសាស្ត្រ និងសង្គមវិទ្យា..... គ្រូបង្រៀនត្រូវបណ្ដុះបណ្ដាលក្មេងសិស្សឲ្យមានទំលាប់ល្អ ក្នុងការរៀន និងធ្វើការ ហើយត្រូវចេះសរសើរសិក្សា និងឃ្លាំមើល ពិនិត្យសិស្សម្នាក់ៗ ការរីកចំរើន ។ គ្រូក៏យកចិត្តទុកដាក់ដល់ការលូតលាស់ខាងសង្គម និង អនាម័យនៃសិស្សរបស់ខ្លួន ។

Most elementary school teachers instruct a single group of children in several subjects. In some schools, two teachers or more "team teach" and are jointly responsible for a group of students or for a particular subject. An increasing number of elementary school teachers specialize in one or two subjects and teach these subjects to several classes. . . .

គ្រូបង្រៀនថ្នាក់បឋមសិក្សាត្រូវបង្រៀនក្រុមសិស្សតែមួយក្រុម នូវមុខវិជ្ជាផ្សេងៗ ។ នៅសាលាខ្លះ គ្រូពីរនាក់ ឬច្រើនជាងនេះ "សហការបង្រៀន" ជាក្រុម ហើយត្រូវទទួលខុសត្រូវ នូវការបង្រៀនសិស្សតែមួយក្រុម ឬមួយមុខវិជ្ជា ។ ចំនួនគ្រូនៅថ្នាក់បឋមសិក្សាកំពុងកើនឡើង ដើម្បីបង្រៀនមុខវិជ្ជាមួយ ឬពីរ និងបង្រៀនវិជ្ជានោះទៅថ្នាក់ផ្សេងៗ....

Teachers particpate in many activities outside the classroom. They generally must attend regularly scheduled faculty meetings and may serve on faculty committees. . . .

គ្រូបង្រៀនត្រូវចូលរួមក្នុងសកម្មភាពផ្សេងៗក្រៅថ្នាក់រៀន ហើយជាប្រក្រតី គេត្រូវចូលប្រជុំទៀងទាត់ក្នុងអង្គប្រជុំសិក្សា និងអាចធ្វើការក្នុងគណៈកម្មការសិក្សាផង....

AN ELEMENTARY SCHOOL TEACHER (Cont.)
គ្រូបង្រៀនថ្នាក់បឋមសិក្សា (ត)

Teachers also may supervise after-school activities such as glee clubs, drama clubs, or arts and crafts classes. To stay up-to-date on educational materials and teaching techniques, they participate in workshops and other inservice activities, and take courses at local colleges and universities.

គ្រូបង្រៀនក៏ត្រូវត្រួតត្រាលើសកម្មភាពផ្សេងៗ ក្រោយពេលម៉ោងបង្រៀនសិក្សា ដូចជា ក្រុមចម្រៀងក្រុមរួមគ្នាចម្រៀង, ក្រុមល្ខោន , សិល្បៈ និង សិប្បកម្ម ជាដើម ។ ដើម្បីនឹងចេះ គ្រូបង្រៀនត្រូវចូលសិក្សានៅវិទ្យាល័យ និងមហាវិទ្យាល័យ ដើម្បីក្រេបយកចំណាក់យកវិធីបង្រៀនទេស និងវិធីផ្សេងៗថ្មីៗ ទៅតាមក្រោយទាន់តាមសម័យ ។ ល្អ ។

Write your own short description for elementary school teacher here in 3 sentences or less. ____________________

ចូរសរសេរពិពណ៌នាដោយខ្លួនឯងខ្លីៗអំពីគ្រូបង្រៀនថ្នាក់បឋមសិក្សា (សរសេរយ៉ាងតិច ៣ ឃ្លា)

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MATCH THE DESCRIPTIONS AND FAMILIES

[illegible]

A. Match the following occupations with their descriptions. Use a dictionary, the DOT, or other resources in your career center for help if necessary. Write the letter of the correct answer in the space provided in Column 1. In Column 2, write the number of the occupational family in which this occupation belongs.

ក. [illegible] DOT [illegible]

Description ពិពណ៌នា	Family ក្រុមការងារ	Occupation មុខរបរ	Description ពិពណ៌នា	Occupational Family ក្រុមមុខរបរ
____	____	Machine tool operator [illegible]	A. Shampoos, cuts, curls and styles hair ក. កក់សក់, កាត់, រុំ និងតុបតែងសក់	1. Industrial Production Occupations ១. មុខរបរផលិតកម្មឧស្សាហកម្ម
____	____	Plumber ជាងបំពង់ទឹក	B. Prepares a detailed list of steps a computer must follow to solve a problem ខ. [illegible]	2. Office Occupations ២. មុខរបរនៅក្នុងការិយាល័យ
____	____	Dental hygienist [illegible]	C. Designs and supervises the manufacture of electronic equipment. គ. [illegible] អេឡិចត្រូនិក	3. Service Occupations ៣. [illegible]

MATCH THE DESCRIPTIONS AND FAMILIES (Cont.)
ផ្គូផ្គងការពិពណ៌នា និង ក្រុមគ្រួសារ (ត)

Description សេចក្ដីពិពណ៌នា	Family គ្រួសារ	Occupation មុខរបរ	Description ពិពណ៌នា	Occupational Family ក្រុមមុខរបរ
____	____	Programmer អ្នកតាក់តែងកម្មវិធី	D. Provides preventive tooth care and teaches patients about care of the teeth ឃ. ជួយការពារថែធ្មេញ និងបង្រៀនអ្នកជំងឺពីការថែរក្សាធ្មេញ	4. Education Occupations ៤. មុខរបរការសិក្សា
____	____	Economist អ្នកជំនាញខាងសេដ្ឋកិច្ច	E. Uses lathes and other power equipment to form metal into various shapes ង. ប្រើម៉ាស៊ីនក្រឡឹង និងឧបករណ៍ម៉ាស៊ីនផ្សេងៗទៀត ដើម្បីធ្វើលោហៈធាតុឲ្យទៅជារាងផ្សេងៗ	5. Sales Occupation ៥. មុខរបរលក់ដូរ
____	____	Social worker បុគ្គលិកសង្គមកិច្ច	F. Uses a large printing press to create multiple copies of letters, reports, or programs ច. ប្រើម៉ាស៊ីនបោះពុម្ពធំ ដើម្បីបោះពុម្ពសំបុត្រ, សេចក្ដីរាយការណ៍ ឬកម្មវិធីច្រើនច្បាប់	6. Construction Occupations ៦. មុខរបរការសាងសង់

MATCH THE DESCRIPTIONS AND FAMILIES (Cont.)

ផ្គូផ្គងមុខរបរពិពណ៌នា និង ក្រុមគ្រួសារ (ត)

Description សេចក្ដីពិពណ៌នា	Family ក្រុមគ្រួសារ	Occupation មុខរបរ	Description ពិពណ៌នា	Occupational Family ក្រុមមុខរបរ
____	____	Real estate agent ភ្នាក់ងារអចលនទ្រព្យ	G. Helps property owners to sell and rent their properties ឆ. ជួយម្ចាស់ទ្រព្យ ឲ្យលក់ ឬ ជួលរបស់ពួកគេ:	7. Transportation Occupations ៧. មុខរបរការងារដឹកជញ្ជូន
____	____	Journalist អ្នកសារព័ត៌មាន	H. Installs and repairs water pipes ជ. ដាក់ ឬ ជួសជុលបំពង់ទឹក	8. Scientific and Technical Occupations ៨. មុខរបរវិទ្យាសាស្ត្រ និង បច្ចេកទេស
____	____	Beautician អ្នកតុបតែងមុខ, សក់ ។ល។	I. Studies and solves problems related to the production and distribution of goods and services ឈ. សិក្សា និងដោះស្រាយបញ្ហាទាក់ទងនឹងផលិតកម្ម និង ការចែកចាយទំនិញ និងការបម្រើរបស់របរ	9. Mechanics and Repairers ៩. មេកានិច និង អ្នកជួសជុលម៉ាស៊ីន
____	____	Electrical engineer អ្នកបច្ចេកទេសខាងអគ្គិសនី	J. Gathers information on current events writes stories for newspapers and magazines ញ. ប្រមូលព័ត៌មានអំពីព្រឹត្តិការណ៍ថ្មីៗ សរសេររឿងសម្រាប់កាសែត និងទស្សនាវដ្ដី	10. Health Occupations ១០. មុខរបរខាងសុខាភិបាល

MATCH THE DESCRIPTIONS AND FAMILIES (Cont.)

ផ្គូផ្គងសេចក្ដីពណ៌នាមុខរបរ និងក្រុមការងារ (ត)

Description	Family	Occupation
សេចក្ដីពណ៌នា	ក្រុមការងារ	មុខរបរ

Description	Occupational Family
ពណ៌នា	ក្រុមមុខរបរ
K. Helps individuals and groups solve problems through the use of community service agencies ដ. ជួយបុគ្គលនិងក្រុមផ្សេងៗឲ្យដោះស្រាយបញ្ហាទាំងឡាយ តាមរយៈនៃភ្នាក់ងារបម្រើសហគមន៍	11. Social Scientists ១១. មុខរបរវិទ្យាសាស្ត្រសង្គម
	12. Social Service Occupations ១២. មុខរបរការងារសង្គមកិច្ច
	13. Performing Arts, Design, and Communications Occupations ១៣. មុខរបរការសិល្បៈ, គំនូរ, និងការទំនាក់ទំនង.

AN ELEMENTARY SCHOOL TEACHER
MỘT GIÁO VIÊN TIỂU HỌC

DESCRIPTION #1: Dictionary of Occupational Titles
MÔ TẢ # 1: Tự điển tên công việc

TEACHER, ELEMENTARY SCHOOL

Teaches elementary school pupils academic, social, and manipulative skills in public or private educational system: Prepares teaching outline for course of study. Lectures, demonstrates, and uses audiovisual teaching aids to present subject matter to class. Prepares, administers, and corrects tests, and records results. Assigns lessons, corrects papers, and hears oral presentations. Maintains order in classroom and on playground. Counsels pupils when adjustment and academic problems arise. Discusses pupils' academic and behavior problems with parents and suggests remedial action. Keeps attendance and grade records as required by school board.

DESCRIPTION #2: Occupational Outlook Handbook
MÔ TẢ # 2 Cẩm nang triển vọng nghề nghiệp

Elementary school teachers must introduce children to the basic concepts of mathematics, language, science, and social studies. . . . They also try to instill in the students good study and work habits and an appreciation for learning while closely watching and evaluating each child's performance and potential. Teachers also are concerned with the social development and health of their students.

Các giáo viên tiểu học có bổn phận đưa đến cho trẻ em những ý niệm căn bản về toán học, sinh ngữ, khoa học và các các môn học xã hội... Họ cũng phải cố gắng làm cho học sinh tiêm nhiễm những thói quen tốt về học tập, làm việc và sự ham thích học hỏi đồng thời theo dõi và lượng giá sự thành đạt và tiềm năng của mỗi học sinh. Giáo viên cũng lưu tâm về sự phát triển về phương diện xã hội và sức khỏe của học sinh.

AN ELEMENTARY SCHOOL TEACHER (Cont.)
MỘT GIAO VIÊN TIỂU HỌC (tiếp theo)

Most elementary school teachers instruct a single group of children in several subjects. In some schools, two teachers or more "team teach" and are jointly responsible for a group of students or for a particular subject. An increasing number of elementary school teachers specialize in one or two subjects and teach these subjects to several classes. . . .	Phần lớn các giáo viên tiểu học dạy một nhóm trẻ em về nhiều môn. Tại một số trường, hai hay nhiều giáo viên có trách nhiệm chung về một nhóm học sinh hay một môn học nào đó. Số giáo viên tiểu học chuyên môn về một hay hai môn và dạy các môn này tại nhiều lớp khác nhau ngày mỗi tăng thêm ...
Teachers particpate in many activities outside the classroom. They generally must attend regularly scheduled faculty meetings and may serve on faculty committees. . . .	Giáo viên tham gia nhiều hoạt động ngoài học đường. Họ thường phải tham dự các phiên họp định kỳ, và phục vụ trong các tiểu ban của nhà trường...
Teachers also may supervise after-school activities such as glee clubs, drama clubs, or arts and crafts classes. To stay up-to-date on educational materials and teaching techniques, they participate in workshops and other inservice activities, and take courses at local colleges and universities.	Giáo viên cũng có thể trông coi các hoạt động ngoài giờ học như các hội giải trí, hội đồng kịch, các lớp về nghệ thuật hay thủ công. Để cập nhật hóa tài liệu và kỹ thuật giảng dạy, họ phải dự các cuộc hội thảo, các hoạt động trong công việc và học thêm ở đại học.

AN ELEMENTARY SCHOOL TEACHER (Cont.)
MỘT GIÁO VIÊN TIỂU HỌC (tiếp theo)

Write your own short description for elementary school teacher here in 3 sentences or less. ______________________________

Viết một mô tả ngắn về một giáo viên tiểu học (trong vòng 3 câu hoặc ít hơn)

____

____

____

MATCH THE DESCRIPTIONS AND FAMILIES

GHÉP CÁC SỰ MÔ TẢ VÀ NHÓM CÔNG VIỆC

A. Match the following occupations with their descriptions. Use a dictionary, the DOT, or other resources in your career center for help if necessary. Write the letter of the correct answer in the space provided in Column 1. In Column 2, write the number of the occupational family in which this occupation belongs.

Ghép những công việc sau đây với sự mô tả của chúng. Dùng tự điển, từ điển DOT và những nguồn tin tức khác tại trung tâm nghề nghiệp nếu cần. Viết chữ cái của trả lời đúng vào khoảng chừa trống ở cột 1. Trong cột 2, viết con số của nhóm công việc mà công việc này thuộc về.

Description Mô tả	Family Nhóm	Occupation Công việc	Description Mô tả	Occupational Family Nhóm công việc
____	____	Machine tool operator Điều khiển máy tiện	A. Shampoos, cuts, curls and styles hair Gội, cắt, uốn và làm tóc	1. Industrial Production Occupations Những công việc sản xuất kỹ nghệ
____	____	Plumber Thợ ống	B. Prepares a detailed list of steps a computer must follow to solve a problem Soạn một chỉ dẫn chi tiết để máy điện toán theo đó giải quyết vấn đề	2. Office Occupations Những công việc văn phòng
____	____	Dental hygienist Vệ sinh nha khoa	C. Designs and supervises the manufacture of electronic equipment. Phác họa và trông coi sự chế tạo trang bị điện tử	3. Service Occupations Những công việc cung cấp dịch vụ
____	____	Programmer Thảo chương viên	D. Provides preventive tooth care and teaches patients about care of the teeth Cung cấp sự săn sóc phòng ngừa và hướng dẫn bệnh nhân bảo vệ răng	4. Education Occupations Những công việc về giáo dục
____	____	Economist Ch. viên kinh tế	E. Uses lathes and other power equipment to form metal into various shapes Dùng máy tiện và các trang bị khác để làm kim loại thành ra hình dáng	5. Sales Occupation Công việc bán hàng
____	____	Social worker Cán sự xã hội	F. Uses a large printing press to create multiple copies of letters, reports, or programs Dùng máy in lớn để tạo ra nhiều bản thư từ, báo cáo hay chương trình.	6. Construction Occupations Những công việc xây cất

MATCH THE DESCRIPTIONS AND FAMILIES (Cont.)
GHÉP CÁC SỰ MÔ TẢ VÀ NHÓM CÔNG VIỆC

Description Mô tả	Family Nhóm	Occupation Công việc	Description Mô tả	Occupational Family Nhóm công việc
____	____	Real estate agent Đại diện địa ốc	G. Helps property owners to sell and rent their properties Giúp các sở hữu chủ bán và cho thuê bất động sản	7. Transportation Occupations Những công việc về vận chuyển
____	____	Journalist Nhà báo	H. Installs and repairs water pipes Đặt và sửa ống nước	8. Scientific and Technical Occupations Những nghề về khoa học và kỹ thuật
____	____	Beautician Ch. viên thẩm mỹ	I. Studies and solves problems related to the production and distribution of goods and services Nghiên cứu và giải quyết những vấn đề liên quan đến việc sản xuất và phân phối sản phẩm và dịch vụ	9. Mechanics and Repairers Thợ máy và thợ sửa chữa
____	____	Electrical engineer Kỹ sư điện	J. Gathers information on current events writes stories for newspapers and magazines Thu thập tin tức về các biến cố để viết tin cho các nhật báo và tạp chí	10. Health Occupations Những công việc về y tế
			K. Helps individuals and groups solve problems through the use of community service agencies Giúp cá nhân và nhóm giải quyết những khó khăn bằng cách xử dụng các cơ quan phục vụ cộng đồng	11. Social Scientists Những chuyên viên về khoa học xã hội
				12. Social Service Occupations Những công việc dịch vụ xã hội
				13. Performing Arts, Design, and Communications Occupations Những công việc về nghệ thuật, phác hoạ và truyền thông

AN ELEMENTARY SCHOOL TEACHER
ນາຍຄູໂຮງຮຽນປະຖົມສຶກສາ

DESCRIPTION #1: Dictionary of Occupational Titles
ລັກສະນະໜຶ່ງ ວັຈນານຸກົມ ເຣື່ອງຊື່ອາຊີບ

TEACHER, ELEMENTARY SCHOOL
ນາຍຄູ ໂຮງຮຽນປະຖົມສຶກສາ

Teaches elementary school pupils academic, social, and manipulative skills in public or private educational system: Prepares teaching outline for course of study. Lectures, demonstrates, and uses audiovisual teaching aids to present subject matter to class. Prepares, administers, and corrects tests, and records results. Assigns lessons, corrects papers, and hears oral presentations. Maintains order in classroom and on playground. Counsels pupils when adjustment and academic problems arise. Discusses pupils' academic and behavior problems with parents and suggests remedial action. Keeps attendance and grade records as required by school board.

DESCRIPTION #2: Occupational Outlook Handbook
ລັກສະນະສອງ ປຶ້ມຄູ່ແນວຄິດອາຊີບ

Elementary school teachers must introduce children to the basic concepts of mathematics, language, science, and social studies. . . . They also try to instill in the students good study and work habits and an appreciation for learning while closely watching and evaluating each child's performance and potential. Teachers also are concerned with the social development and health of their students.

ນາຍຄູໂຮງຮຽນປະຖົມສຶກສາ ຈະຕ້ອງແນະນຳໃຫ້ນັກຮຽນ ລຸ້ນພື້ນຖານໃນດ້ານຄວາມຄິດ ເຣື່ອງຄິດເລກ, ພາສາ, ວິທະຍາສາດ ແລະການຮຽນເຣື່ອງສັງຄົມ. . . ຂະເຈົ້າກໍ່ພະຍາຍາມສັ່ງສອນນັກຮຽນໃຫ້ມີຄວາມໝັ່ນພຽນ ແລະມີນິໄສເຮັດວຽກ ແລະມີຄວາມພໍໃຈໃນການຮຽນແ- ເວລາທີ່ຄູສັ່ງສອນ ແລະກວດເບິ່ງວຽກການຂອງຂະເຈົ້າ. ນາຍຄູກໍ່ຍັງມີຄວາມສົນໃຈ ຕໍ່ການຮຽນປັບສັງຄົມແລະ ການແຂງແຮງຂອງສຸຂະພາບຂອງນັກຮຽນຂອງຂະເຈົ້າ.

AN ELEMENTARY SCHOOL TEACHER (Cont.)
ນາຍຄູຣ ໂຮງຮຽນ ປະຖົມສຶກສາ

Most elementary school teachers instruct a single group of children in several subjects. In some schools, two teachers or more "team teach" and are jointly responsible for a group of students or for a particular subject. An increasing number of elementary school teachers specialize in one or two subjects and teach these subjects to several classes. . . .

ນາຍຄູຣ ຂອງໂຮງຮຽນ ປະຖົມສຶກສາ ສ່ວນມາກ ສອນກໍ່ສອນ ໃຫ້ນັກຮຽນ ເປັນ ກະນະ ດຽວ ແລະ ສອນ ຫລາຍ ຢ່າງ ຄວບກັນ. ບາງໂຮງຮຽນ ມີ ນາຍຄູຣ ສອງຄົນ ຫລື ຫລາຍກວ່າ ສອນເປັນ ຄະນະ ເຊິ່ງເອີ້ນວ່າ ທີມ ແລະ ຄວບຄຸມ ໂດຍສອນ ນັກຮຽນ ຈຸ ນຶ່ງ ຫລືວ່າ ວິຊາສະເພາະ ດັ່ງນັ້ນ. ຈຳນວນ ຂອງນາຍຄູ ໂຮງຮຽນ ປະຖົມສຶກສາ ທີ່ ຫລາຍ ຂຶ້ນ ທີ່ຈະເອົາ ສອນ ສະເພາະ ຢ່າງ ນຶ່ງ ຫລືສອງ ຢ່າງ ແລະ ສອນ ໃຫ້ ຫລາຍ ຫ້ອງ...

Teachers particpate in many activities outside the classroom. They generally must attend regularly scheduled faculty meetings and may serve on faculty committees. . . .

ນາຍຄູຣ ຈວນຄົງມີ ການສອນ ຕ່າງໆ ຢູ່ ທາງນອກ ຫ້ອງຮຽນ. ເຂົາເຈົ້າ ຈະຕ້ອງໄປ ປະຊຸມ ຂອງ ພວກຄູ [illegible] ແລະ ແລ້ວ ກໍບໍ່ຮັບ ໜ້າທີ່ ຊ່ວຍ ພົບ ພໍ່ແມ່ ກັບ ຄູ ຕ່າງໆ...

Teachers also may supervise after-school activities such as glee clubs, drama clubs, or arts and crafts classes. To stay up-to-date on educational materials and teaching techniques, they participate in workshops and other inservice activities, and take courses at local colleges and universities.

ນາຍຄູຣ ຫຼັງຈາກ ຕ້ອງໄດ້ ເບິ່ງ ແຍງ ສະໂມສອນ ຕ່າງໆ ຄື: ລະຄອນ ດົນຕີ ສິລປະ, ຫຼັງ ເລີກ ໂຮງຮຽນແລ້ວ. ເພື່ອໃຫ້ ທັນສະໄໝ ທັນໃນດ້ານ ປຶ້ມສອນ ແລະ ການສອນ, ເຂົາເຈົ້າ ກໍບັງ ຮ່ວມ ການ ຮຽນ ຢູ່ໃນ ໂຮງຮຽນ ແລະ ຮຽນ ຢູ່ວິທະຍາໄລ ໃກ້ຄຽງ ແລະ ມະຫາວິທະຍາໄລ.

AN ELEMENTARY SCHOOL TEACHER (Cont.)
ນາຍຄູ ໂຮງຮຽນ ປະຖົມ ສຶກສາ (ຕໍ່.)

Write your own short description for elementary school teacher here in 3 sentences or less. ______
ຂຽນລັກສະນະຂອງຄູໂຮງຮຽນ ປະຖົມ ສຶກສາ ຕາມທີ່ທ່ານຄິດ (໓ ປໂຍກ ຫຼື ໜ້ອຍກວ່າ)

______

______

______

MATCH THE DESCRIPTIONS AND FAMILIES
ເລືອກ ປະເພດ ຂອງ ວິຊາອາຊີບ ກັບ ການ ອະທິບາຍ

A. Match the following occupations with their descriptions. Use a dictionary, the DOT, or other resources in your career center for help if necessary. Write the letter of the correct answer in the space provided in Column 1. In Column 2, write the number of the occupational family in which this occupation belongs.
ເລືອກ ວິຊາອາຊີບ ຢູ່ຂ້າງຫລຸ່ມນີ້ ໃຫ້ຖືກ ກັບຄວາມໝາຍ ທີ່ບັນລະຍາຍໄວ້. ໃຊ້ວັດຈະນານຸກົມ, ຫລືອາໄສປຶ້ມ ແລະ ວັດຖຸຕ່າງໆ ໃນ ສູນ ຄົ້ນຄົ້ວ ວິຊາອາຊີບ ຂຽນ ຄຳຕອບ ທີ່ຖືກຕ້ອງ ລົງໃສ່ຄໍລຳ ທີ່ນຶ່ງ. ໃນຄໍລຳທີ່ສອງ ຂຽນ ນຳເບີ ຂອງ ປະເພດ ຫຼື ສ່ວນຮວມ ທີ່ວິຊາ ອາຊີບເຫຼົ່າ ນີ້ ເປັນສ່ວນ ຢູ່.

Description ຄຳອະທິບາຍ	Family ປະເພດ	Occupation ວິຊາອາຊີບ	Description ຄຳອະທິບາຍ	Occupational Family ປະເພດຂອງວິຊາ ອາຊີບ
____	____	Machine tool operator ຜູ້ກຳກັບເຄື່ອງຈັກ	A. Shampoos, cuts, curls and styles hair ສະຜົມ , ຕັດ , ດັດ ແລະ ເສີມສວຍ	1. Industrial Production Occupations ອຸດສະຫາກຳຜະລິດຜົນ
____	____	Plumber ນັກຕໍ່ແລະແປງ ທໍ່ນ້ຳ	B. Prepares a detailed list of steps a computer must follow, to solve a problem ຂຽນແຜນແຕ່ລະບາດກ້າວ ໃຫ້ຄອມພິວເຕີ ເຮັດຕາມ ເພື່ອແກ້ ບັນຫາເລກ ແລະ ພິມ ຄຳຕອບ ອອກ ມາ	2. Office Occupations ອາຊີບ ທຳງານ ໃນຫ້ອງການ
____	____	Dental hygienist ນັກສຸກຂະພິບານແຂ້ວ	C. Designs and supervises the manufacture of electronic equipment. ອອກແບບ ແລະ ກຳກັບ ການ ຜະລິດ ເຄື່ອງ ເອເລັກໂທຣນິກ	3. Service Occupations ອາຊີບ ໃນການ ຮັບໃຊ້ ບໍລິການ
____	____	Programmer ນັກວາງແຜນແລະແຕ່ງ ໂຄງການໃຊ້ຄອມພຸຍເຕີ	D. Provides preventive tooth care and teaches patients about care of the teeth ອຳນວຍ ການ ຮັກສາແຂ້ວ ແລະສອນ ຫຼັກອະນາໄມ ຂອງແຂ້ວ	4. Education Occupations ອາຊີບ ກ່ຽວກັບ ການ ສຶກສາ
____	____	Economist ນັກເສດຖະກິດ	E. Uses lathes and other power equipment to form metal into various shapes. ການ ໃຊ້ເຄື່ອງ ຫຼຸມຈັກ ແລະ ເຄື່ອງ ຈັກໄຟຟ້າ ມາເຮັດ ໃຫ້ ເຫຼັກ ຫລອມ ມີ ເປັນ ຮູບ ຮ່າງ ຕ່າງໆໄປ.	5. Sales Occupation ອາຊີບ ເປັນ ຜູ້ຂາຍ
____	____	Social worker ນັກກິດຈະການສັງຄົມ	F. Uses a large printing press to create multiple copies of letters, reports, or programs ໃຊ້ຈັກພິມໃຫຍ່ ເພື່ອພິມ ໜັງສື, ລາຍງານ ຫຼື ໂຄງການ ອອກ ເປັນ ຫຼາຍ ສະບັບ	6. Construction Occupations ອາຊີບ ກ່ຽວກັບການກໍ່ສ້າງ

MATCH THE DESCRIPTIONS AND FAMILIES (Cont.)
ເລືອກ ປະເພດ ຂອງ ວິຊາອາຊີບ ກັບ ການ ອະທິບາຍ (ຕໍ່)

Description ຄຳອະທິບາຍ	Family ປະເພດ	Occupation ວິຊາອາຊີບ
____	____	Real estate agent ຜູ້ຕິດຕໍ່ຊື້ ແລະ ຂາຍ ເຄຫາສະຖານ
____	____	Journalist ນັກຂ່າວໜັງສືພິມ
____	____	Beautician ນັກເສີມສວຍ
____	____	Electrical engineer ນັກວິສະວະກອນໄຟຟ້າ

Description
ຄຳອະທິບາຍ

G. Helps property owners to sell and rent their properties
ຊ່ວຍ ເຈົ້າຂອງ ເຄຫາສະຖານ ຂາຍ ແລະ ເຊົ່າ ເຄຫາ ຂອງຂະເຈົ້າ

H. Installs and repairs water pipes
ຕັ້ງທໍ່ ແລະ ສ້ອມ ແປງທໍ່ ນ້ຳ

I. Studies and solves problems related to the production and distribution of goods and services
ສຶກສາ ແລະ ແກ້ໄຂ ບັນຫາ ກ່ຽວກັບ ການ ຜະລິດ ແລະ ຈຳໜ່າຍ ສິນຄ້າ ພ້ອມ ດ້ວຍ ກິດຈະການ

J. Gathers information on current events writes stories for newspapers and magazines
ສືບສວນ ຂ່າວ ປະຈຸບັນ ແລະ ຂຽນ ເລື່ອງ ລົງ ໜັງສືພິມ ຫຼືຂ່າວສານ ລາຍ ສັບປະດາ ຫຼື ລາຍເດືອນ

K. Helps individuals and groups solve problems through the use of community service agencies
ຊ່ວຍເຫຼືອ ບຸກຄົນ ແລະ ຄະນະກຸ່ມ ແກ້ໄຂ ບັນຫາ ໂດຍ ການໃຊ້ ຄວາມ ອຳນວຍການ ຈາກອົງການ ໃນ ທ້ອງຖິ່ນ.

Occupational Family
ປະເພດຂອງວິຊາອາຊີບ

7. Transportation Occupations
ອາຊີບໃນການຂົນສົ່ງ
8. Scientific and Technical Occupations
ວິທະຍາສາດ ແລະ ວິຊາດ້ານ ເທັກນິກ
9. Mechanics and Repairers
ນາຍຊ່າງເຄື່ອງກົນ ແລະ ນັກແປງ ເຄື່ອງ ຕ່າງໆ
10. Health Occupations
ວິຊາການ ພະຍາບານ
11. Social Scientists
ນັກວິທະຍາສາດ ສັງຄົມ
12. Social Service Occupations
ອາຊີບໃຫ້ຄວາມ ອຳນວຍການຕໍ່ສັງຄົມ
13. Performing Arts, Design, and Communications Occupations
ສິລປະ ສະແດງ, ອອກແບບ ແລະ ການ ຄົມມະນາຄົມ

OBJECTIVES:

1. Students will list 5 types of occupational training and give 3 sample occupations for which the training is appropriate.
2. Students will describe 3 local training programs for an occupation they are considering.

INSTRUCTOR PREPARATION:

1. Prepare sufficient copies of Five Types of Occupational Training (III-5-SHa) and Matching Occupations with Training (III-5-SHb).
2. Collect catalogs and brochures describing local occupational training schools (junior/community colleges, 4-year colleges, technical institutes.

PROCEDURE:

Large-group discussion of 5 types of occupational training; examination of school catalogs and brochures and completion of worksheets.

MATERIALS:

1. Five Types of Occupational Training (III-5-SHa)
2. Matching Occupations with Training (III-5-SHb)

GUIDELINES:

NOTES:

In-Class Activities

1. Introduce the idea that one can prepare for an occupation in many ways. In this lesson, five types of preparation will be presented.

GUIDELINES (Cont.):

2. Distribute Five Types of Occupational Training (III-5-SHa), and discuss the characteristics, including advantages and disadvantages of the five types.

3. Distribute Matching Occupations with Training (III-5-SHb) and copies of school catalogs and brochures. Using these materials, have students begin the worksheet. Write on the blackboard a sample entry for the chart in Part B. (Students should go to the career center or call local schools to obtain further information on training programs. They should finish this activity outside of class.)

NOTES:

Answers to III-5-SHb:

1. Professional and graduate schools
2. Trade, technical, and business schools
3. Colleges and universities
4. Apprenticeships
5. Junior and community colleges

Outside Activity:

Ask students to complete Matching Occupations with Training and turn it in to you.

REFERENCES AND SUPPLEMENTARY MATERIALS:

Ciauri, R. and Lyons, M. Job Preparation Units: Individualized Instruction for Entering Employment. San Bernardino, CA: San Bernardino County Regional Occupational Program.

Gleazer, E. J., & Cooke, J. F. American Junior Colleges (8th ed). Washington, D.C.: American Council on Education, 1971.

Russell, Max M. (Ed.) College Blue-Book: Occupational Education New York: CCM Information Corporation.

REFERENCES AND SUPPLEMENTARY MATERIALS (Con .):

Trabandt, J. S., Forrer, S. E., Cooper, J. F., Epperley, J. R., & Inge, J. A. Emphasis: Preparation. Salt Lake City: Olympus Publishing Company, 1977.

U.S. Department of Labor. Occupational Outlook Handbook. Washington, D.C. Government Printing Office, March 1980.

FIVE TYPES OF OCCUPATIONAL TRAINING[1]
ការហ្វឹកហ្វឺនវិជ្ជាមុខរបរ គឺប្រាំយ៉ាង

Type ប្រភេទ	Description ពិពណ៌នា	Related Occupations មុខរបរដែលទាក់ទង	Degree or Certificate Awarded ប័ណ្ណ ឬ សញ្ញាប័ត្រ ដែលផ្ដល់ឲ្យ	Length រយៈពេល រៀន	Cost តម្លៃ រៀន	Who is Eligible តើអ្នកណាអាចចូល រៀនបាន
1. Apprenticeships	A program in which students work with an experienced worker to learn occupational skills and receive wages at the same time.	Construction and other skilled trades: Bricklayer Butcher Cabinet maker Carpenter Electrician Machinist Plumber Roofer Upholsterer	Certificate of Completion of Apprenticeship	1-6 years (average: 4 years)	None except for union dues (for union apprenticeships)	High school graduates (or 16 years olds) who pass occupational aptitude test & math test
១. វិជ្ជាជីវៈកូនជាង	កម្មវិធីដែលសិស្សធ្វើការ ជាមួយអ្នកដែលមានការពិសោធន៍ ដើម្បីរៀនការងារ ប្រកបដោយជំនាញមុខរបរ ហើយសិស្ស នឹងបាន ទទួល ប្រាក់ឈ្នួល នៅពេលជាមួយ គ្នានឹងកំពុងរៀននោះ។	សំណង់ និងការងារ ប្រកបមុខរបរដោយជំនាញ ដូចជា : អ្នករៀបឥដ្ឋ អ្នកកាប់គោ-ជ្រូក អ្នកធ្វើទូ ជាងឈើ ជាងអគ្គិសនី យន្តការី ជាងបំពង់ទឹក ជាងប្រក់ដំបូលផ្ទះ ជាងធ្វើស្រោមកៅអី, ពូក ។ល។	សញ្ញាប័ត្រ បញ្ចប់វិជ្ជាជីវៈ	១-៦ឆ្នាំ (ជាមធ្យម ៤ឆ្នាំ)	គ្មានទេ លើកលែងតែ ថ្លៃក្នុងបង់សមាជិក សហជីព	សិស្សរៀនចប់ វិទ្យាល័យ ឬ អាយុ (អាយុ ១៦ឆ្នាំ ហើយ) ដែលប្រឡង ជាប់វិជ្ជាមុខ របរ និង វិជ្ជា គណិតសាស្ត្រ

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[1] Adapted from Trabandt et al., Emphasis: Preparation, Salt Lake City: Olympus Publishing Company, 1977.

[2] Only a few examples are listed.

FIVE TYPES OF OCCUPATIONAL TRAINING[1] (Cont.) ការហ្វឹកហ្វឺនវិជ្ជាមុខរបរប្រាំមុខ (ត)

Type	Description	Related Occupations	Degree or Certificate Awarded	Length	Cost	Who is Eligible
ប្រភេទ	ពិពណ៌នា	មុខរបរដែលទាក់ទង	សញ្ញាបត្រ ឬ វិញ្ញាបនបត្រដែលទទួលបាន	រយៈពេល រៀន	តម្លៃ រៀន	អ្នកណាអាចចូល រៀនបាន
2. Trade, technical, and business schools	Public or private (profit-making) schools that provide short, intensive training for certain occupations.	Trade, technical, health, and business occupations: Beautician Electronics Technician Medical Assistant Secretary Computer Programmer	Certificate of completion	Few weeks to 3 years. Most are 1-2 years	$200-$1800 per per program	High school graduates or person showing ability to complete program.
២. វិជ្ជាជីវៈ, បច្ចេកទេស និងសាលាពាណិជ្ជកម្ម	សាលារដ្ឋ ឬ សាលាឯកជន (ដែលរកកម្រៃ) ដែលផ្តល់ការហ្វឹកហ្វឺនរយៈពេលខ្លី យ៉ាងស៊ីជម្រៅ សម្រាប់មុខរបរខ្លះ ៗ	មុខរបរវិជ្ជាជីវៈ, បច្ចេកទេស សុខភាព និងពាណិជ្ជកម្ម: អ្នកធ្វើសក់លំអរ និងសម្អាងមុខ បច្ចេកទេសអេឡិចត្រូនិច ជំនួយការពេទ្យ លេខាធិការ អ្នកសរសេរកម្មវិធីកុំព្យូទ័រ	សញ្ញាបត្រ រៀនចប់	ពីរ-បីសប្តាហ៍ ដល់ ៣ ឆ្នាំ ច្រើនតែ ១-២ ឆ្នាំ	២០០ ដុល្លារ ដល់ ១៨០០ ដុល្លារ ក្នុងមួយកម្មវិធី	សិស្សបញ្ចប់ថ្នាក់វិទ្យាល័យ ឬ អ្នកដែលមានសមត្ថភាពអាចរៀនចប់បាន

FIVE TYPES OF OCCUPATIONAL TRAINING[1] (Cont.) ការហ្វឹកហ្វឺនវិជ្ជាមុខរបរទាំងប្រាំមុខ (ត)

Type ជំពូក	Description ពិពណ៌នា	Related Occupations មុខរបរដែលពាក់ព័ន្ធ	Certificate Awarded វិញ្ញាបនបត្រដែលគេចេញឲ្យ	Length រយៈពេលរៀន	Cost តម្លៃរៀន	Who is Eligible តើអ្នកណាអាចចូលរៀនបាន
3. Community & junior colleges	Public (or private) two-year schools that offer occupational programs and 4-year college transfer programs.	Technical, business, & health occupations (as in #2, plus others): Commercial artist Firefighter Police officer Registered nurse	A.A. A.S. Certificate of Completion	2 years (sometimes less)	Varies. Public colleges are usually quite inexpensive	Public: Any person over 16 Private: High school graduate (may require certain entrance tests).
៣. វិទ្យាល័យ និង វិទ្យាល័យសហគម	សាលារៀនសាធារណៈ និងឯកជនដទៃទៀត: ពេល ២ ឆ្នាំ ដែលផ្ដល់កម្មវិធីមុខរបរ និងកម្មវិធី ៤ ឆ្នាំ នៅវិទ្យាល័យ	មុខរបរបច្ចេកទេស, ពាណិជ្ជ និងសុខាភិបាល (ដូចក្នុងលេខ ២) ក៏ប៉ុន្តែមានបន្ថែម: អ្នកគំនូរពាណិជ្ជកម្ម អ្នកពន្លត់ភ្លើង នាយប៉ូលិស គិលានុបដ្ឋាយិកា	បរិញ្ញាបត្រ ឬសញ្ញាបត្ររៀនចប់កម្មវិធី	២ ឆ្នាំ (ជួនកាលតិចជាង)	ការរៀនថ្លៃ តាមវិទ្យាល័យសាធារណៈ ថ្លៃល្មមថោក	សាលារៀនសាធារណៈ: អ្នកណាក៏បានដែលមានអាយុលើសពី ១៦ ឆ្នាំ សាលារៀនឯកជន: ត្រូវមានសញ្ញាបត្រវិទ្យាល័យ (ជួនកាលត្រូវប្រឡងចូលរៀន)

FIVE TYPES OF OCCUPATIONAL TRAINING[1] (Cont.) [illegible]

Type [illegible]	Description [illegible]	Related Occupations [illegible]	Degree or Certificate Awarded [illegible]	Length [illegible]	Cost [illegible]	Who is Eligible [illegible]
4. Colleges and Universities	Schools stressing development of mental skills and academic knowledge as well as occupational preparation	Accountant Chemist Engineer Teacher Social Worker	Bachelor of Arts (B.A.) Bachelor of Science (B.S.)	4-5 years	State-supported schools are less expensive (for residents) than Private-Supported Schools. $50-100/credit hour	High school graduate receiving good scores on certain entrance exams
៤ [illegible]	[illegible]	[illegible] [illegible] [illegible] [illegible] [illegible]	[illegible] [illegible]	៤-៥ ឆ្នាំ	[illegible]	[illegible]

FIVE TYPES OF OCCUPATIONAL TRAINING[1] (Cont.) ការហ្វឹកហ្វឺនវិជ្ជាមុខរបរទាំង៥ប្រភេទ (ត)

Type	Description	Related Occupations	Degree or Certificate Awarded	Length	Cost	Who is Eligible
ប្រភេទ	ពិពណ៌នា	មុខរបរដែលទាក់ទង	សញ្ញាបត្រដែលគេផ្ដល់ឲ្យ	រយៈពេលសិក្សា	តម្លៃសិក្សា	អ្នកណាអាចចូលរៀនបាន
5. Professional and graduate schools	Schools stressing advanced degrees, intellectual training and preparation for certain careers	Professions & Academic careers: Dentist Lawyer Physician Minister College Professor Psychologist	M.A. M.S. Ph.D. M.D., etc.	1-6 years	Prices vary; Fellowships & teaching assistant jobs often available	Graduate of a 4-year college or university; receiving good scores on certain entrance exams
៥. សាលារៀនឧត្តមសិក្សា	សាលារៀនបង្រៀនកម្រិតខ្ពស់ៗ និងហ្វឹកហ្វឺនបញ្ញា បណ្ដុះបណ្ដាលត្រៀមការងារផ្សេងៗ	អាជីពកម្មនិងមុខរបរ: ពេទ្យធ្មេញ មេធាវី គ្រូពេទ្យ បព្វជិត សាស្ត្រាចារ្យមហាវិទ្យាល័យ អ្នកចិត្តវិទ្យា	បរិញ្ញាបត្រផ្នែកអក្សរសាស្ត្រ បរិញ្ញាបត្រផ្នែកវិទ្យាសាស្ត្រ បណ្ឌិតផ្នែកវេជ្ជសាស្ត្រ	១-៦ឆ្នាំ	តម្លៃរៀនអាស្រ័យ:	បញ្ចប់មហាវិទ្យាល័យ ឬសាកលវិទ្យាល័យ រយៈពេល៤ឆ្នាំ ទទួលបាន-ពិន្ទុល្អ ពេលប្រឡងចូលរៀន

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[1] Adapted from Trabandt et al., Emphasis: Preparation, Salt Lake City: Olympus Publishing Company, 1977.

MATCHING OCCUPATIONS WITH TRAINING
ផ្គូផ្គងគោលដៅមុខរបរ និង ការហ្វឹកហ្វឺន

Directions
សេចក្តីណែនាំ

Part 1
ភាគ១

Look at the descriptions below of five types of occupational training. In the blanks provided, list the name of each type of training. Give three examples of occupations for which each type prepares students.

ចូរមើលពិពណ៌នាខាងក្រោមនេះ៖ ពីប្រភេទទាំង៥នៃការហ្វឹកហ្វឺនមុខរបរ គឺដូចជា នៅក្នុង ចន្លោះដែលបានផ្តល់ឲ្យ ចូរប្រាប់ឈ្មោះការហ្វឹកហ្វឺនប្រភេទនីមួយៗ ។ ចូរលើកឧទាហរណ៍មុខរបរ ៣ មុខដែលសិស្សត្រូវរៀននៃការហ្វឹកហ្វឺននេះ ។

Description ពិពណ៌នា	Type of Training ប្រភេទហ្វឹកហ្វឺន	Related Occupations មុខរបរដែលទាក់ទងគ្នា
1. Schools that prepare students for advanced degrees ១. សាលារៀនដែលជំរុញ សិស្សឲ្យទៅរកសញ្ញាប័ត្រ ខ្ពស់ៗ	______	a. ______ b. ______ c. ______
2. Short intensive occupational training programs ២. កម្មវិធីហ្វឹកហ្វឺន មុខរបរក្នុងរយៈ ពេលខ្លី	______	a. ______ b. ______ c. ______
3. Schools that stress skill development as well as occupational preparation. ៣. សាលារៀនដែលដាក់ការ ធ្វើឲ្យប្រសើរការ ជំនាញ និងរៀបចំ ការប្រកបមុខរបរជំនាញ	______	a. ______ b. ______ c. ______

MATCHING OCCUPATIONS WITH TRAINING (Cont.)

ប្រៀបធៀបការងារធ្វើមុខរបរ និង ការហ្វឹកហ្វឺន (ត)

Part 1 (Cont.)

ភាគ ១ (ត)

Description ពិពណ៌នា	Type of Training ប្រភេទការហ្វឹកហ្វឺន	Occupations មុខរបរដែលអាចរកបាន
4. "Earn and learn" training programs ៤. កម្មវិធីរៀនបណ្តុះ ផងរកប្រាក់ ស្នូលបណ្តុះ	____________________	a. ____________ b. ____________ c. ____________
5. Schools that prepare students for work and for transfer to 4-year schools ៥. សាលារៀនដែលរៀបចំសិស្ស ធ្វើការ និងបញ្ជូន ទៅសិក្សា ៤ ឆ្នាំ	____________________	a. ____________ b. ____________ c. ____________

MATCHING OCCUPATIONS WITH TRAINING (Cont.)

ផ្ទៀបផ្ទាត់គោលបំណងមុខរបរ និងការហ្វឹកហ្វឺន (ត)

Directions

សេចក្តីណែនាំ

Part 2

ភាគទី២

Choose one of the occupations you are considering for yourself. Review the career materials available to you, and complete the following chart.

ចូរជ្រើសរើសមុខរបរមួយដែលលោកអ្នកកំពុងគិតចំពោះខ្លួនឯង ហើយពិនិត្យមើលឯកសារស្តីពីមុខរបរ
ដែលលោកអ្នកអាចរកបាន ហើយបំពេញតារាងខាងក្រោមនេះ:

Possible Training Programs for ______________________
(occupation)

កម្មវិធីហ្វឹកហ្វឺនដែលអាចផ្តល់ឲ្យសំរាប់ ______________________ បាន
(មុខរបរនោះ)

	School #1 សាលារៀនទី១	#2 ទី២	#3 ទី៣
Name of School ឈ្មោះសាលារៀន			
Type of School ប្រភេទសាលារៀន (សាលារៀនជំនាញអ្វី?)			
Location ទីតាំង (កន្លែងសាលារៀន)			
Name of Training Program ឈ្មោះកម្មវិធីហ្វឹកហ្វឺន			

MATCHING OCCUPATIONS WITH TRAINING (Cont.)
ប្រៀបធៀបការដាក់គោលត្រូវមុខរបរនិងការហ្វឹកហ្វឺន (ត)

Part 2 (Cont.)
ភាគទី២ (ត)

Possible Training Programs for ______________________ (occupation)
កម្មវិធីហ្វឹកហ្វឺនដែលអាចជួយគោលដៅ ______________________ (មុខរបរណា:) បាន

	School #1 សាលារៀនទី១	#2 ទី២	#3 ទី៣
Types of Classes/ Program ជំពូកថ្នាក់រៀន,វិជ្ជា/កម្មវិធី			
Length of Program រយៈពេលកម្មវិធី			
Approximate Cost (classes, books, housing) per year (ប្រហាក់ប្រហែលរៀនក្នុងមួយឆ្នាំ ឈ្នួលរៀន, សៀវភៅ, ឈ្នួលផ្ទះ)			
Degree or Certificate Awarded សញ្ញាបត្រ ឬ វិញ្ញាបនបត្រ			

MATCHING OCCUPATIONS WITH TRAINING (Cont.)
ការជ្រើសរើសឲ្យមុខរបរស្របនឹងការហ្វឹកហ្វឺន (ត)

Part 2 (Cont.)
ភាគទី២ (ត)

Possible Training Programs for ______________________ (occupation)

កម្មវិធីហ្វឹកហ្វឺនដែលអាចរៀនបានសំរាប់ ______________________ (មុខរបរនោះ) ផង

School #1	#2	#3
សាលារៀនទី១	ទី២	ទី៣

Who Is Eligible?
តើអ្នកណាអាចចូលរៀនបាន ?

____

Other Comments
យោបល់ផ្សេងៗ

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FIVE TYPES OF OCCUPATIONAL TRAINING[1]

NĂM LOẠI HUẤN NGHỆ[1]

Type	Description	Related Occupations[2]	Degree or Certificate Awarded	Length	Cost	Who is Eligible
Loại	Mô tả	Nghề nghiệp[2] liên hệ	Bằng cấp hay chứng chỉ	Thời gian	Tổn phí	Điều kiện
1. Apprenticeships Học việc	A program in which students work with an experienced worker to learn occupational skills and receive wages at the same time. Một chương trình trong đó sinh viên làm việc với một người có kinh nghiệm để học nghề và được trả lương.	Construction and other skilled trades: Bricklayer Butcher Cabinet maker Carpenter Electrician Machinist Plumber Roofer Upholsterer Nghề xây cất và các kỹ năng khác: thợ xây gạch đồ tể thợ đóng tủ thợ mộc thợ điện thợ tiện thợ ống thợ lợp mái thợ bọc da	Certificate of Completion of Apprenticeship Chứng chỉ hoàn tất tập sự	1-6 years (average: 4 years) 1-6 năm (trung bình 4 năm)	None except for union dues (for union apprenticeships) Miễn phí ngoại trừ lệ phí nghiệp đoàn (đóng cho nghiệp đoàn thợ học việc)	High school graduates (or 16 years olds) who pass occupational aptitude test & math test Tốt nghiệp trung học (hoặc trên 16 tuổi, đỗ kỳ thi học nghề và kỳ thi toán)

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[1] Adapted from Trabandt et al., Emphasis: Preparation, Salt Lake City: Olympus Publishing Company, 1977.

[2] A few examples are listed.

[1] Phỏng theo Trabandt et al., Emphasis: Preparation, Salt Lake City: Olympus Printing Company, 1977.
[2] Một số ít thí dụ được kể ra.

FIVE TYPES OF OCCUPATIONAL TRAINING[1] (Cont.)

NĂM LOẠI HUẤN NGHỆ[1] (tiếp theo)

Type	Description	Related Occupations	Degree or Certificate Awarded	Length	Cost	Who is Eligible
Loại	Mô tả	Nghề nghiệp liên hệ[2]	Bằng cấp, Chứng chỉ	Thời gian	Tổn phí	Điều kiện
2. Trade, technical, and business schools	Public or private (profit-making) schools that provide short, intensive training for certain occupations.	Trade, technical, health, and business occupations: Beautician Electronics Technician Medical Assistant Secretary Computer Programmer	Certificate of completion	Few weeks to 3 years. Most are 1-2 years	$200-$1800 per per program	High school graduates or person showing ability to complete program.
Các trường dạy nghề, kỹ thuật và doanh nghiệp	Những trường công hay tư (mưu lợi) nhằm huấn luyện ngắn hạn, cấp tốc để làm một số công việc.	Các công việc nghề nghiệp, kỹ thuật, y tế, doanh nghiệp: Ch. viên thẩm mỹ Cán sự điện tử Phụ tá y tế Thư ký Thảo chương viên điện toán	Chứng chỉ hoàn tất	Từ vài tuần đến 3 năm. Thường là từ 1 đến 2 năm.	Từ $200 đến $ 1800 cho mỗi chương trình	Tốt nghiệp trung học hay chứng tỏ đủ sức theo học.

FIVE TYPES OF OCCUPATIONAL TRAINING[1] (Cont.)

NĂM LOẠI HUẤN NGHỀ[1] (tiếp theo)

Type Loại	Description Mô tả	Related Occupations Công việc liên hệ[2]	Certificate Awarded Chứng chỉ	Length Thời gian	Cost Tốn phí	Who is Eligible Điều kiện
3. Community & junior colleges Đại học cộng đồng và sơ cấp	Public (or private) two-year schools that offer occupational programs and 4-year college transfer programs. Các trường công (hay tư) hai năm cung cấp các chương trình huấn nghề 2 năm và chương trình chuyển tiếp 4 năm.	Technical, business, & health occupations (as in #2, plus others): Commercial artist Firefighter Police officer Registered nurse Những công việc về kỹ thuật, doanh nghiệp và y tế (giống như loại 2 cộng thêm các nghề khác): Họa sĩ quảng cáo Lính chữa lửa Cảnh sát Y tá	A.A. A.S. Certificate of Completion Cấp bằng cán sự hay Chứng chỉ hoàn tất.	2 years (sometimes less) 2 năm (có thể ít hơn).	Varies. Public colleges are usually quite inexpensive Không nhất định. Các đại học công thường ít tốn kém.	Public: Any person over 16 Private: High school graduate (may require certain entrance tests). Công: Bất cứ ai trên 16 tuổi. Tư: Tốt nghiệp trung học (có thể đòi hỏi thi tuyển)

FIVE TYPES OF OCCUPATIONAL TRAINING[1] (Cont.)

NĂM LOẠI HUẤN NGHỆ[1] (tiếp theo)

Type	Description	Related Occupations	Degree or Certificate Awarded	Length	Cost	Who is Eligible
Loại	Mô tả	Cống việc liên hệ	Bằng cấp hay Chứng chỉ	Thời gian	Tốn phí	Điều kiện
4. Colleges and Universities Các đại học	Schools stressing development of mental skills and academic knowledge as well as occupational preparation Các trường nhắm vào sự phát triển khả năng trí tuệ, kiến thức học vấn đồng thờichuẩn bị nghề nghiệp.	Accountant Chemist Engineer Teacher Social Worker Kế toán viên Ch.v. hóa học Kỹ sư Giáo sư Cán sự xã hội	Bachelor of Arts (B.A.) Bachelor of Science (B.S.) Cấp bằng củ nhân	4-5 years Tử 4 đến 5 năm	State-supported schools are less expensive (for residents) than Private-Supported Schools. $50-100/ credit hour Nhưng trường được tiểu bang giúp đỡ thì rẻ hơn (đối với cư dân) Nhưng trương tư thì tốn khoảng tử $50 đến $100 cho mỗi tín chỉ	High school graduate receiving good scores on certain entrance exams Tốt nghiệp trung học có điểm cao trong các kỳ thi tuyển

FIVE TYPES OF OCCUPATIONAL TRAINING[1] (Cont.)
NĂM LOẠI HUẤN NGHỆ[1](tiếp theo)

Type	Description	Related Occupations	Degree or Certificate Awarded	Length	Cost	Who is Eligible
Loại	Mó tả	Cống việc liến hệ[2]	Bằng cấp hay Chứng chỉ	Thời gian	Tốn phí	Điều kiện
5. Professional and graduate schools	Schools stressing advanced degrees, intellectual training and preparation for certain careers	Professions & Academic careers: Dentist Lawyer Physician Minister College Professor Psychologist	M.A. M.S. Ph.D. M.D., etc.	1-6 years	Prices vary; Fellowships & teaching assistant jobs often available	Graduate of a 4-year college or university; receiving good scores on certain entrance exams
Các trường chuyến nghiệp và cao đẳng	Những trường cấp phát các bằng cấp cao, huấn luyện trí thức và chuẩn bị cho một số nghề chuyến môn nào đó.	Các cống việc chuyến mốn và trí thức : Nha sĩ Luật sư Bác sĩ Mục sư Giáo sư đại học Ch. viên tâm lý	Cấp bằng cao học, tiến sĩ, bác sĩ y khoa v.v...	Từ 1 đến 6 năm	Giá cả thay đổi; có các học bổng và các chương trình vừa làm vừa học.	Tốt nghiệp đại học 4 năm; có điểm cao trong các kỳ thi tuyển.

MATCHING OCCUPATIONS WITH TRAINING
GHÉP CÁC CÔNG VIỆC VỚI SỰ HUẤN LUYỆN

Directions
Chỉ dẫn

Part 1
Phần 1

Look at the descriptions below of five types of occupational training. In the blanks provided, list the name of each type of training. Give three examples of occupations for which each type prepares students.

Đọc những mô tả dưới đây về năm loại huấn nghệ. Điền tên mỗi loại huấn nghệ vào khoảng chứa trống. Kể ra 3 thí dụ về những công việc mà mỗi loại huấn nghệ cung cấp.

Description Mô tả	Type of Training Loại huấn luyện	Related Occupations Công việc liên hệ
1. Schools that prepare students for advanced degrees Các trường chuẩn bị cho sinh viên lấy cấp bằng cao.	________________	a. ____________ b. ____________ c. ____________
2. Short intensive occupational training programs Những chương trình huấn nghệ cấp tốc	________________	a. ____________ b. ____________ c. ____________
3. Schools that stress skill development as well as occupational preparation. Những trường nhằm phát triển kỹ năng cũng như chuẩn bị nghề nghiệp	________________	a. ____________ b. ____________ c. ____________
4. "Earn and learn" training programs Các chương trình huấn nghệ "vừa học vừa lãnh lương"	________________	a. ____________ b. ____________ c. ____________

MATCHING OCCUPATIONS WITH TRAINING (Cont.)
GHÉP CÁC CÔNG VIỆC VỚI SỰ HUẤN LUYỆN (tiếp theo)

Part 1 (Cont.)
Phần 1 (tiếp theo)

Description Mô tả	Type of Training Loại huấn luyện	Related Occupations Công việc liên hệ
5. Schools that prepare students for work and for transfer to 4-year schools Những trường dạy sinh viên để đi làm và chuyển tiếp đến các trường 4 năm	______________	a. ______________ b. ______________ c. ______________

MATCHING OCCUPATIONS WITH TRAINING (Cont.)
GHÉP CÁC CÔNG VIỆC VỚI SỰ HUẤN LUYỆN (tiếp theo)

Part 2
Phần 2

Choose one of the occupations you are considering for yourself. Review the career materials available to you, and complete the following chart.
Lựa một trong những công việc mà bạn quan tâm. Xem lại những tài liệu nghề nghiệp mà bạn có và hoàn tất đồ biểu dưới đây.

Possible Training Programs for ______________________
Những chương trình huấn luyện khả dĩ dành cho (occupation) (công việc)

	School #1 Trường #1	#2 #2	#3 #3
Name of School Tên trường			
Type of School Loại trường			
Location Địa điểm			
Name of Training Program Tên chương trình huấn luyện			
Types of Classes/ Program Loại lớp/ Chương trình			
Length of Program Thời gian theo học			

MATCHING OCCUPATIONS WITH TRAINING (Cont.)
GHEP CAC CÔNG VIỆC VỚI SỰ HUẤN LUYỆN (tiếp theo)

Part 2 (Cont.)
Phần 2 (tiếp theo)

Possible Training Programs for ______________________
Những chương trình huấn luyện khả dĩ dành cho (occupation) (công việc)

	School #1 Trường #1	#2 #2	#3 #3
Approximate Cost (classes, books, housing) per year Tốn phí ước lượng (tiền học, tiền sách, tiền nhà) mỗi năm			
Degree or Certificate Awarded Bằng cấp hay chứng chỉ			
Who Is Eligible? Ai đủ điều kiện ?			
Other Comments Những nhận xét khác			

FIVE TYPES OF OCCUPATIONAL TRAINING[1]
ການຝຶກອາຊີບ ມີ ຫ້າ ປະເພດ.

Type ປະເພດ	Description ຄຳອະທິບາຍ	Related Occupations[2] ວິຊາອາຊີບທີ່ກ່ຽວຂ້ອງ	Degree or Certificate Awarded ປະກາດສະນີຍະບັດ	Length ຣະຍະເວລາ	Cost ຄ່າໃຊ້ຈ່າຍ	Who is Eligible ຜູ້ທີ່ມີສິດເຂົ້າໄດ້
1. Apprenticeships ຜູ້ຝຶກງານວິຊາ	A program in which students work with an experienced worker to learn occupational skills and receive wages at the same time. ໂຄງການຊ່ວຍເຫຼືອ ນັກຮຽນໃຫ້ເຮັດວຽກ ຮ່ວມກັບຜູ້ມີປະສົບການ ແລະໃຫ້ໄດ້ຮຽນ ວິຊາການ ພ້ອມທັງໄດ້ຮັບເງິນເດືອນ	Construction and other skilled trades: Bricklayer Butcher Cabinet maker Carpenter Electrician Machinist Plumber Roofer Upholsterer ວິຊາກໍ່ສ້າງແລະ ວິຊາຊ່າງມືຊ່າງນານາຕ່າງໆ ຊ່າງກໍ່, ນັກລ້າສັດແລະຕັດຊີ້ນ ຊ່າງເຮັດເຄື່ອງໃຊ້ໃນເຮືອນ ຊ່າງໄມ້, ຊ່າງໄຟຟ້າ ຊ່າງຈັກ. ຊ່າງແປງທໍ່ນ້ຳ ຊ່າງມຸງຫຼັງຄາ. ຊ່າງຫຸ້ມເຄື່ອງເຮືອນ	Certificate of Completion of Apprenticeship ໜັງສືຢັ້ງຢືນ 1-6 ປີ ຄວາມສຳເຣັດໃນການຝຶກ ຕາມທຳມະດາ ປະມານ 4 ປີ.	1-6 years (average: 4 years)	None except for union dues (for union apprenticeships) ບໍ່ມີຄ່າໃຊ້ຈ່າຍຫຍັງ ນອກຈາກ ຄ່າທຳນຽມ ເປັນສະມາຊິກ ຂອງສະຫະພັນ	High school graduates (or 16 years olds) who pass occupational aptitude test & math test ຜູ້ຮຽນຈົບວິທະຍາໄລ ຫຼື ຜູ້ມີອາຍຸເກີນ 16 ປີ ທີ່ຜ່ານການສອບເສັງ ຮັບຮອງຄວາມສາມາດ ແລະມີຄວາມຮູ້ທາງດ້ານ ເລກພຽງພໍ.

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[1] Adapted from Trabandt et al., Emphasis: Preparation, Salt Lake City: Olympus Publishing Company, 1977.
ຄັດມາຈາກ TRABANDT ET AL., ເນັ້ນຄວາມສົນໃຈ: ກຽມຕົວ, SALT LAKE CITY: ບໍລິສັດ ພິມ OLYMPUS, 1977.

[2] A few examples are listed.
ບາງຕົວຢ່າງໄດ້ລຽນຢູ່ນີ້.

FIVE TYPES OF OCCUPATIONAL TRAINING[1] (Cont.)
ການຝຶກວິຊາອາຊີບ 5 ປະເພດ (ຕໍ່)

Type ປະເພດ	Description ຄຳອະທິບາຍ	Related Occupations ວິຊາອາຊີບທີ່ກ່ຽວຂ້ອງ	Degree or Certificate Awarded ປະກາດນີຍະບັດ	Length ຣະຍະເວລາ	Cost ຄ່າໃຊ້ຈາຍ	Who is Eligible ຜູ້ທີ່ຈະຮັບເອົາເຂົ້າໄດ້
2. Trade, technical, and business schools ໂຮງຮຽນວິຊາອາຊີບ ໂດຍສະເພາະວິຊາເທັກນິກແລະກິດຈະການ	Public or private (profit-making) schools that provide short, intensive training for certain occupations. ສະຖາບັນຂອງຣັຖ ຫຼື ໂຮງຮຽນເອກະຊົນທີ່ໃຫ້ການຝຶກຊ້ອມໄວແລະເລັ່ງລັດສຳລັບວິຊາສະເພາະບາງຢ່າງ	Trade, technical, health, and business occupations: Beautician Electronics Technician Medical Assistant Secretary Computer Programmer ວິຊາສະເພາະວິຊາກົນເທັກນິກ, ສຸຂະພິບານແລະກິດຈະການ, ນັກເສີມສວຍ, ນັກວິຊາການກົນອີເລັກໂຕຣນິກ ນັກພະຍາບານຊ່ວຍ ເລຂານການ ນັກກຳກັບໂຄງການໃຊ້ເຄື່ອງຄອມພິວເຕີ	Certificate of completion ໜັງສືຢັ້ງຢືນຄວາມສຳເລັດ	Few weeks to 3 years. Most are 1-2 years 2 ຫຼື 3 ອາທິດ ຫາ 3 ປີ. ສ່ວນຫຼາຍແມ່ນໃນຣະຫວ່າງ 1-2 ປີ	$200-$1800 per per program $200 ຫຼື $1800 ດວມ ຕໍ່ໂຄງການນຶ່ງ	High school graduates or person showing ability to complete program. ຈົບວິທະຍາໄລ ຫຼື ຜູ້ທີ່ມີຄວາມສາມາດຮຽນໄດ້

FIVE TYPES OF OCCUPATIONAL TRAINING[1] (Cont.)
ການຝຶກອົບຮົມວິຊາອາຊີບ ຫ້າປະເພດ (ຕໍ່)

Type ປະເພດ	Description ຄຳອະທິບາຍ	Related Occupations ວິຊາອາຊີບທີ່ກ່ຽວຂ້ອງ	Certificate Awarded ປະກາດນິຍະບັດ	Length ໄລຍະເວລາ	Cost ຄ່າໃຊ້ຈ່າຍ	Who is Eligible ຜູ້ໃດທີ່ຮັບເຂົ້າໄດ້
3. Community & junior colleges ອະນຸມະຫາວິທະຍາລັຍ	Public (or private) two-year schools that offer occupational programs and 4-year college transfer programs. ສະຖາບັນຂອງລັດທີ່ເອກະຊົນທີ່ມີໂຄງການສອນວິຊາອາຊີບເຖິງ 2 ປີ ແລະເປັນສະຖາບັນກຽມນັກສຶກສາໃຫ້ໄປຕໍ່ມະຫາວິທະຍາລັຍເພື່ອເອົາປະລິນຍາຊັ້ນກາງ.	Technical, business, & health occupations (as in #2, plus others): Commercial artist Firefighter Police officer Registered nurse ວິຊາດ້ານເຕັກນິກ, ກິດທຸລະການແລະອາຊີບກ່ຽວກັບການສຸຂະພິບານ: ນັກສິລະປະກອນຜະລິດເຄື່ອງອຸດສະຫະກັມ ນັກດັບເພີງ ຕຳຫລວດ ນັກພະຍາບານ	A.A. A.S. Certificate of Completion ອະນຸປະລິນຍາດ້ານອັກສອນສາດ ອະນຸປະລິນຍາດ້ານວິທະຍາສາດ ໃບຢັ້ງຢືນ	2 years (sometimes less) 2 ປີ ຫຼື ສັ້ນກວ່າ	Varies. Public colleges are usually quite inexpensive ແລ້ວແຕ່ສະຖາບັນຂອງລັດຕາມທຳມະດາກໍ່ເປັນການຖືກທີ່ສຸດ	Public: Any person over 16 Private: High school graduate (may require certain entrance tests). ສະຖາບັນຂອງລັດ ຜູ້ໃດທີ່ມີອາຍຸເກີນ 16 ປີຮັບເຂົ້າໄດ້. ສະຖາບັນເອກະຊົນ: ຈົບວິທະຍາລັຍແລະຜ່ານການສອບເສັງ.

FIVE TYPES OF OCCUPATIONAL TRAINING[1] (Cont.)
ການ ຝຶກຊ້ອມ ວິຊາອາຊີບ ຫ້າ (ຕໍ່)

Type ປະເພດ	Description ຄຳອະທິບາຍ	Related Occupations ວິຊາອາຊີບທີ່ກ່ຽວຂ້ອງ	Degree or Certificate Awarded ປະລິນຍາ ຫຼື ປະກາດສະນີຍະບັດ	Length ກຳນົດເວລາ	Cost ຄ່າໃຊ້ຈ່າຍ	Who is Eligible ຜູ້ໃດຈະຮັບເຂົ້າໄດ້
4. Colleges and universities ມະຫາວິທະຍາໄລ ທີ່ມີໂຄງການຮຽນ ເຖິງຂັ້ນປະລິນຍາຕີ ມະຫາວິທະຍາໄລ ທີ່ສາມາດໃຫ້ ການສຶກສາສູງ ສຸດ.	Schools stressing development of mental skills and academic knowledge as well as occupational preparation ສະຖາບັນທີ່ເນັ້ນໜັກ ທາງດ້ານການພັດ ທະນາ ສະໝອງ ຄວາມ ຊຳນານ ຄວາມສາມາດ ສະຕິປັນຍາ ແລະ ຄວາມຮູ້ ດ້ານ ທິດສະດີ ເຊັ່ນດຽວ ກັນ ກັບການກຽມພ້ອມ ສຳລັບ ການປະກອບ ວິຊາ ອາຊີບ.	Accountant Chemist Engineer Teacher Social Worker ນັກບັນຊີ ນັກເຄມີ ນັກວິສະວະກອນ ນາຍຄູ ນັກສະວັດດີການ ສັງຄົມ.	Bachelor of Arts (B.A.) Bachelor of Science (B.S.) ປະລິນຍາຕີ ດ້ານ ອັກສອນສາດ ປະລິນຍາຕີ ດ້ານ ວິທະຍາສາດ	4-5 years 4-5 ປີ 4-5 ປີ.	State-supported schools are less expensive (for residents) than Private-Supported Schools. $50-100/credit hour ລັດອຸປະຖຳ ແລະຄ່າຮຽນມັນ ຖືກກວ່າ ສຳລັບຜູ້ທີ່ ຢູ່ຕັ້ງຖິ່ນຖານໃນ ແຂວງນັ້ນ ກ່ວາ ແລະທີ່ກຳລັງ ພາຍນອກ ໝູ່ບ. ສຳລັບສະຖາບັນ ເອກະຊົນ ຕ້ອງຈ່າຍປະມານ 50 ຫາ 100 ດອນລາ ຕໍ່ວິຊາ ຫຼື ໜ່ວຍກິດ.	High school graduate receiving good scores on certain entrance exams ຈົບວິທະຍາໄລ ແລະສອບເສັງເຂົ້າ ກວມໄດ້ຄະແນນດີ.

FIVE TYPES OF OCCUPATIONAL TRAINING[1] (Cont.)
ການຝຶກຊອມວິຊາອາຊີບ ຫ້າປະເພດ (ຕໍ່)

Type ປະເພດ	Description ຄຳອະທິບາຍ	Related Occupations ວິຊາອາຊີບທີ່ກ່ຽວຂ້ອງ	Degree or Certificate Awarded ປະກາດນີຍະບັດ	Length ຣະຍະເວລາ	Cost ຄ່າໃຊ້ຈ່າຍ	Who is Eligible ຜູ້ໃດທີ່ຮັບເຂົ້າໄດ້
5. Professional and graduate schools ຈັດວິຊາການຊັ້ນສູງ ແລະຕໍ່ຊັ້ນສູງ.	Schools stressing advanced degrees, intellectual training and preparation for certain careers ສະຖາບັນທີ່ເນັ້ນໜັກ ທາງດ້ານວິຊາ ແລະປະລິຍາສູງ. ໃຫ້ການສຶກສາ ເພື່ອຈະເປັນນັກປາດ ແລະ ໃຫ້ກຽມພ້ອມສຳລັບວິຊາ ອາຊີບທົ່ວໄປ.	Professions & Academic careers: Dentist Lawyer Physician Minister College Professor Psychologist ວິຊາການທົ່ວໄປ ໂດຍ ທົ່ວໄປ, ແລະວິຊາຄູ: ທ່ານໝໍປົວແຂ້ວ ທະນາຍຄວາມ ທ່ານໝໍ ນັກເທດເທດສະນາ ອາຈານ ສອນມະຫາວິທະຍາໄລ ນັກຈິດຕະກອນ.	M.A. M.S. Ph.D. M.D., etc. ປະລິນຍາໂທ ອັກສອນສາດ ປະລິນຍາໂທດ້ານ ວິທະຍາສາດ ປະລິນຍາເອກ ປະລິນຍາທ່ານໝໍ ແລະອື່ນໆອີກ.	1-6 years	Prices vary; Fellowships & teaching assistant jobs often available ຄ່າໃຊ້ຈ່າຍເປັນ ແຕ່ລະກໍຣະນີ. ເງິນຊ່ວຍປະກັນ ການຄົ້ນຄວ້າ ແລະການຈ້າງ ຊ່ວຍສອນກໍ ອາດຈະມີຫຼາຍ ຢູ່.	Graduate of a 4-year college or university; receiving good scores on certain entrance exams ຈົບ 4 ປີ ມະຫາວິທະຍາໄລ ແລະໄດ້ຮັບຄະແນນ ດີໃນການສອບ ເສັງເຂົ້າ.

MATCHING OCCUPATIONS WITH TRAINING
ເລືອກເອົາວິຊາອາຊີບທີ່ຖືກຕ້ອງຕາມ
ການຝຶກອົບຮົມຂອງຕົນ

Directions
ການຊີ້ແຈງ

Part 1 ພາກທີ ນຶ່ງ

Look at the descriptions below of five types of occupational training. In the blanks provided, list the name of each type of training. Give three examples of occupations for which each type prepares students.
ຈົ່ງເບິ່ງການອະທິບາຍກ່ຽວກັບການຝຶກອົບຮົມວິຊາອາຊີບຫ້າປະເພດຕໍ່ລົງໄປນີ້. ໃນບ່ອນວ່າງທີ່ໄດ້ອຳນວຍໃຫ້ ຈົ່ງຈົດຊື່ຂອງວິຊາຝຶກອົບຮົມແຕ່ລະຢ່າງລົງ. ຈົ່ງໃຫ້ຕົວຢ່າງສາມຕົວຢ່າງ ສຳຫຼັບແຕ່ລະວິຊາ ທີ່ນັກສຶກສາໄດ້ຝຶກອົບຮົມມາໂດຍສະເພາະ

Description ຄຳອະທິບາຍ	Type of Training ປະເພດການຝຶກອົບຮົມ	Related Occupations ວິຊາອາຊີບທີ່ກ່ຽວກັບການຝຶກ
1. Schools that prepare students for advanced degrees ສຖາບັນທີ່ໃຫ້ປຣິນຍາຊັ້ນສູງ	________________	a. ____________ b. ____________ c. ____________
2. Short intensive occupational training programs ໂຄງການຝຶກອົບຮົມວິຊາອາຊີບທີ່ສັ້ນແລະເລັ່ງລັດ	________________	a. ____________ b. ____________ c. ____________
3. Schools that stress skill development as well as occupational preparation. ສຖາບັນທີ່ເລັ່ງລົງໃສ່ການຊ່ຽວຊານ ພ້ອມທັງກຽມພ້ອມໃນການປະກອບອາຊີບໂດຍສະເພາະ	________________	a. ____________ b. ____________ c. ____________
4. "Earn and learn" training programs ໂຄງການສ່ວນຝຶກ ແລະໃຫ້ໂອກາດໄດ້ ງິນເດືອນແລະຮຽນ	________________	a. ____________ b. ____________ c. ____________

MATCHING OCCUPATIONS WITH TRAINING (Cont.)
ເລືອກເອົາວິຊາອາຊີບທີ່ຖືກຫລັງຕາມການຝຶກງານ (ຕໍ່)

Part 1 (Cont.)
ພາກທີ່ນຶ່ງ

Description ຄຳອະທິບາຍ	Type of Training ປະເພດການຝຶກ	Related Occupations ວິຊາອາຊີບທີ່ກ່ຽວຂ້ອງ
5. Schools that prepare students for work and for transfer to 4-year schools ສຖາບັນທີ່ໃຫ້ການສຶກສາຕໍ່ນັກຮຽນເພື່ອປະກອບອາຊີບຫຼັງຈາກຫຼັກສູດສອງປີ ຫຼື ໃຫ້ການຮຽນໄປຕໍ່ເອົາປຣິນຍາທີ່ມະຫາວິທະຍາໄລທີ່ມີຫຼັກສູດສີ່ປີ ຫຼື ຫຼາຍກວ່າ	__________	a. __________ b. __________ c. __________

MATCHING OCCUPATIONS WITH TRAINING (Cont.)
ເລືອກ ວິຊາ ອາຊີບ ທີ່ຖືກຕ້ອງ ກັບ ການ ຝຶກ ຊ້ອມ (ຕໍ່)

Part 2 ພາກສອງ

Choose one of the occupations you are considering for yourself. Review the career materials available to you, and complete the following chart.
ເລືອກເອົາ ວິຊາອາຊີບ ທີ່ຄິດວ່າເໝາະ ສົມ. ສຶກສາ ແລະ ທົບທວນ ຄວາມ ກະຈ່າງ ແຈ້ງ ກ່ຽວກັບ ອາຊີບ ຕ່າງໆ ທີ່ ມີ ແລ້ວຕອບຂໍ້ ຕ່າງໆ ດັ່ງຕໍ່ລົງໄປນີ້

Possible Training Programs for ______________________
ຫຼັກສູດ ຝຶກ ຊ້ອມ ເພື່ອ (occupation) ວິຊາອາຊີບ

	School #1 ໂຮງຮຽນໂຮງທີໜຶ່ງ	#2 ທີສອງ	#3 ທີສາມ
Name of School ຊື່ໂຮງຮຽນ			
Type of School ປະເພດຂອງໂຮງຮຽນ			
Location ສະຖານທີ່			
Name of Training Program ຊື່ຂອງໂຄງການ			
Types of Classes/ Program ປະເພດຂອງຫຼັກສູດ ຫຼື ຂອງໂຄງການ			
Length of Program ກຳນົດເວລາຂອງໂຄງການ			

MATCHING OCCUPATIONS WITH TRAINING (Cont.)
(ເລືອກ ອາຊີບ ທີ່ ຖືກຕ້ອງ ກັບ ການ ຝຶກອົບຮົມ (ຕໍ່)

Part 2 (Cont.) ພາກສອງ (ຕໍ່)

Possible Training Programs for ______________________
ຫຼັກສູດຝຶກອົບຮົມເພື່ອ (occupation) ອາຊີບ

	School #1 ໂຮງຮຽນໂຕທີ 1	#2 ທີສອງ	#3 ທີສາມ
Approximate Cost (classes, books, housing) per year ປະມານ ການໃຊ້ຈ່າຍ ສຳຫຼັບການຮຽນ, ຄ່າປຶ້ມອ່ານ ແລະທີ່ຢູ່ອາໄສ ເປັນນຶ່ງປີ			
Degree or Certificate Awarded ປຣິນຍາ ຫຼື ປະກາສນີຍະບັດ ທີ່ມອບໃຫ້			
Who Is Eligible? ຕ້ອງມີຄຸນວຸດທິແນວໃດ			
Other Comments ຄວາມ ຄິດເຫັນອື່ນອີກ			

DISCOVERING WORKER CHARACTERISTICS IN OCCUPATIONS

UNIT III/LESSON 6

OBJECTIVES:

1. Students will explain the importance of obtaining information about the characteristics of workers in an occupation and will list three kinds of worker characteristics.
2. Students will analyze various occupations on the basis of training/education required, interests, abilities, and work values.
3. Students will take a second look at their own interests, abilities, and values.

INSTRUCTOR PREPARATION:

1. Prepare mini-lecture on worker characteristics, using Workers in Occupations Do Have Common Characteristics! (III-6-IHa) as a guide.
2. Prepare sufficient copies of Occupational Card Sort (III-6-SHa)--one for each group of 3 students--and cut into 20 strips as marked. Review Instructor's Guide (III-6-IHb).
3. Prepare sufficient copies of Occupations I Might Like (III-6-SHb).

PROCEDURE:

Mini-lecture, small-group discussion and playing of game.

MATERIALS:

1. Workers in Occupations Do Have Common Characteristics! (III-6-IHa).
2. Occupational Card Sort: Instructor's Guide (III-6-IHb).

MATERIALS (Cont.):

3. Occupational Card Sort (III-6-SHa).

GUIDELINES:

In-Class Activities

1. Present mini-lecture on commonalities of workers in same occupations.

   NOTES: Refer to III-6-IHa. Stress importance of knowing the relationship between characteristics and occupations.

2. Divide students into groups of 3. Distribute one set of 20 Occupational Card Sort Cards to each group.

   a. Have students sort cards according to type of education or training needed:

      - Junior or community college
      - Four-or five-year college
      - Professional or graduate school
      - Varies

   b. Discuss results.

   c. Have students re-sort the cards according to the following groups:

      - Worker Interests
      - Worker Abilities
      - Worker Values

   See Job Sort Cards: Instructor's Guide (III-6-IHb) for suggested answers. Point out that cards can be moved to different categories according to different aspect that is stressed.

GUIDELINES (Cont.):

NOTES:

3. If time permits, lead students in a game of "What's My Occupation?" One student will pick an occupation, and the rest of the class must guess the occupation by asking "yes/no" questions related to the job family; tasks performed on the job; setting (indoors/outdoors, in a school, a store, or a factory, etc.); training required; worker interests, abilities, and values.

Outside Activity

Have students complete Occupations I Might Like (III-6-SHb) for their career files.

REFERENCES AND SUPPLEMENTARY MATERIALS:

Leeman, C. Career Decision-making: A Process Guide. Antioch, CA: Antioch Unified School District, 1981.

WORKERS IN OCCUPATIONS DO HAVE COMMON CHARACTERISTICS

Ask students if there are certain "types" of people who seem to do well in certain occupations. Have them describe people they know who are well suited to their occupations. Have them focus on the interests, abilities, and values of these individuals. At the same time, point out that certain stereotypes of workers relating to their sex, age, race, etc. are not always valid (for example, the idea that the ideal physician is a middle-aged male or that the best secretary is a young, pretty female). There are exceptions, but usually people enjoy and do best in occupations that allow them to be themselves and to be with other people who have similar characteristics.

Give the following examples of worker characteristics, and ask students to think of an occupation for which these individuals might be suited.

Worker Characteristics	Possible Occupations
-likes to work with numbers -has strong math ability -prefers to work alone -has average to low physical strength	accountant, bookkeeper
-likes people -is a good conversationalist -likes competition -wants to make a lot of money	salesperson
-enjoys working with his/her hands -has good eyesight -likes to work outdoors -is healthy and strong	carpenter, mason
-likes variety and challenge -enjoys business ideas -is a good organizer -likes being in charge	owner/manager of a small store

OCCUPATIONAL CARD SORT: INSTRUCTOR'S GUIDE

NOTE: Following are examples of groups into which the occupations can be divided. It is also feasible that an occupation can fit more than one category within a group.

GROUP A. Education Required

Junior/community college or vocational school	real estate agent auto mechanic electronics technician landscape worker secretary
Four- or five-year college	electrical engineer accountant computer programmer art teacher physical therapist interpreter/translator
Professional or graduate school	pharmacist doctor lawyer school counselor veterinarian
Varies	taxi driver farmer writer musician

GROUP B. Worker Interests

Data/people	electrical engineer accountant art teacher physician lawyer computer programmer writer real estate agent

OCCUPATIONAL CARD SORT: INSTRUCTOR'S GUIDE (Cont.)

Data/people (continued)	pharmacist physical therapist school counselor secretary veterinarian musician
Things/people	auto mechanic electronics technician landscape worker farmer taxi driver

GROUP C. Worker Abilities

Verbal/social	school counselor art teacher physician lawyer secretary writer taxi driver translator/interpreter veterinarian physical therapist
Numerical/mechanical	electrical engineer landscape worker accountant auto mechanic electronics technician computer programmer farmer musician

GROUP D. Worker Values

Artistic expression	writer landscape worker art teacher musician

OCCUPATIONAL CARD SORT: INSTRUCTOR'S GUIDE (Cont.)

Productivity	computer programmer auto mechanic farmer
Orderliness	accountant electronics technician electrical engineer secretary computer programmer
Social service	physician lawyer physical therapist school counselor translator/interpreter real estate agent
Intellectual Challenge	electrical engineer physician lawyer writer veterinarian musician

CARDS FOR OCCUPATIONAL CARD-SORT
ប័ណ្ណសម្រាប់ចែកមុខរបរ

ACCOUNTANT គណនេយ្យករ	LANDSCAPE WORKER អ្នកធ្វើការលម្អសួនដំណាំដើមឈើដោយលំអរទេសភាព
TAXI DRIVER អ្នកបើកតាក់ស៊ី	ELECTRICAL ENGINEER វិស្វករ អគ្គិសនី
ART TEACHER គ្រូបង្រៀនខាងសិល្បៈ	LAWYER មេធាវី
REAL ESTATE AGENT ភ្នាក់ងារអសង្ហារិមទ្រព្យ	WRITER អ្នកនិពន្ធ
AUTO MECHANIC យន្តការីរថយន្ត	PHYSICAL THERAPIST អ្នកព្យាបាលសរីរៈរាងកាយ

CARDS FOR OCCUPATIONAL CARD-SORT (Cont.)
បណ្ណសម្រាប់ប្រភេទមុខរបរ (ត)

PHYSICIAN
គ្រូពេទ្យ

SCHOOL COUNSELOR
ទីប្រឹក្សាការសាលារៀន

INTERPRETER/TRANSLATOR
អ្នកបកប្រែភាសា

VETERINARIAN
ពេទ្យសត្វ

ELECTRONICS TECHNICIAN
អ្នកបច្ចេកទេសការអេឡិចត្រូនិច

SECRETARY
ស្មៀន, លេខាធិការ

COMPUTER PROGRAMMER
អ្នកដាក់កម្មវិធីកុំព្យូទ័រ

PHARMACIST
ឱសថការី

[illegible]
កសិករ

MUSICIAN
អ្នកភ្លេង

CARDS FOR OCCUPATIONAL CARD-SORT (Cont.)
NHỮNG TẤM THẺ DÀNH CHO BỘ THẺ NGHỀ NGHIỆP (tiếp theo)

PHYSICIAN
BÁC SĨ

SCHOOL COUNSELOR
CỐ VẤN HỌC ĐƯỜNG

INTERPRETER/TRANSLATOR
THÔNG NGÔN / THÔNG DỊCH VIÊN

VETERINARIAN
THÚ Y SĨ

ELECTRONICS TECHNICIAN
CÁN SỰ ĐIỆN TỬ

SECRETARY
THƯ KÝ

COMPUTER PROGRAMMER
THẢO CHƯƠNG VIÊN ĐIỆN TOÁN

PHARMACIST
DƯỢC SĨ

FARMER
NÔNG DÂN

MUSICIAN
NHẠC CÔNG

UNIT III/LESSON 6
III-6-SHb
VIETNAMESE

OCCUPATIONS I MIGHT LIKE
NHỮNG CÔNG VIỆC TÔI CÓ THỂ THÍCH

DIRECTIONS: Choose up to 5 occupations that interest you. For each occupation, write the information that applies.

CHỈ DẪN: Chọn 5 công việc mà bạn quan tâm. Viết ra những tin tức ứng dụng cho mỗi công việc.

OCCUPATION CÔNG VIỆC	JOB FAMILY NHÓM CÔNG VIỆC	EDUCATION REQUIRED GIÁO DỤC ĐÒI HỎI	WORKER INTERESTS NHỮNG QUAN TÂM CỦA NGƯỜI LÀM VIỆC	WORKER ABILITIES NHỮNG KHẢ NĂNG CỦA NGƯỜI LÀM VIỆC	WORKER VALUES NHỮNG GIÁ TRỊ CỦA NGƯỜI LÀM VIỆC
1.					
2.					
3.					
4.					
5.					

UNIT III/LESSON6
III-6-SHa
VIETNAMESE

CARDS FOR OCCUPATIONAL CARD-SORT
NHỮNG TẤM THẺ DÀNH CHO BỘ THẺ NGHỀ NGHIỆP

ACCOUNTANT
KẾ TOÁN VIÊN

LANDSCAPE WORKER
NHÂN CÔNG TRANG TRÍ
SÂN VƯỜN

TAXI DRIVER
TÀI XẾ TAXI

ELECTRICAL ENGINEER
KỸ SƯ ĐIỆN

ART TEACHER
GIÁO SƯ NGHỆ THUẬT

LAWYER
LUẬT SƯ

REAL ESTATE AGENT
ĐẠI DIỆN ĐỊA ỐC

WRITER
VĂN SĨ

AUTO MECHANIC
THỢ MÁY XE HƠI

PHYSICAL THERAPIST
CHUYÊN VIÊN CHỮA TRỊ

OCCUPATIONS I MIGHT LIKE
មុខរបរដែលខ្ញុំអាចចូលចិត្តបាន

DIRECTIONS: Choose up to 5 occupations that interest you. For each occupation, write the information that applies.

សេចក្តីណែនាំ: ចូរជ្រើសរើសមុខរបរ ៥ ឬតិចជាង ដែលលោកអ្នកមានការចាប់អារម្មណ៍ជាងគេ។ ក្នុងមុខរបរនីមួយៗ ចូរសរសេរព័ត៌មានដែលត្រូវសមស្រប។

OCCUPATION មុខរបរ	JOB FAMILY ក្រុមការងារ	EDUCATION REQUIRED កំរិតការសិក្សាដែលត្រូវការ	WORKER INTERESTS ការចាប់អារម្មណ៍របស់អ្នកធ្វើការ	WORKER ABILITIES ការប៉ិនប្រសប់របស់អ្នកធ្វើការ	WORKER VALUES ការវាយតំលៃរបស់អ្នកធ្វើការ
1.					
2.					
3.					
4.					
5.					

UNIT III/LESSON 6
III-6-SHa
LAOTIAN

CARDS FOR OCCUPATIONAL CARD-SORT
ບັດສເພາະວິຊາອາຊີບ

ACCOUNTANT
ນັກບັນຊີ

LANDSCAPE WORKER
ຄົນແຕ່ງໜ້າດິນ

TAXI DRIVER
ຄົນຂັບລົດໂດຍສານ

ELECTRICAL ENGINEER
ນັກວິສວະກອນຝ່າຍໄຟຟ້າ

ART TEACHER
ນາຍຄູສອນ
ສິລປະ

LAWYER
ທນາຍຄວາມ

REAL ESTATE AGENT
ນາຍໜ້າຂາຍທີ່ດິນ

WRITER
ນັກແຕ່ງເລື່ອງ

AUTO MECHANIC
ຊ່າງແປງລົດ

PHYSICAL THERAPIST
ນັກສອນຝ່າຍຮ່າງກາຍ

CARDS FOR OCCUPATIONAL CARD-SORT (Cont.)
ບັດ ພະເພາະ ອີງ ອາຊີບ (ຕ່.)

PHYSICIAN
ນາຍໝໍ

SCHOOL COUNSELOR
ຜູ້ອົບຮົມໂຮງຮຽນ

INTERPRETER/TRANSLATOR
ນາຍແປພາສາ

VETERINARIAN
ຜູ້ປົວສັດ

ELECTRONICS TECHNICIAN
ຊ່າງໄຟຟ້າ

SECRETARY
ເລຂາ

COMPUTER PROGRAMMER
ຜູ້ປະກອບເຄື່ອງຄິດເລກ
ປະສານວຽກການ

PHARMACIST
ນາຍປະສົມຢາ

FARMER
ຊາວນາ

MUSICIAN
ນັກດົນຕີ.

PLANNING FOR INFORMATIONAL INTERVIEWS UNIT III/LESSON 7

OBJECTIVES:

1. Students will develop an interview form for collecting information about occupations from workers.
2. Students will role-play techniques for conducting an informational interview with a worker.
3. Students will begin to build a job contact resource file.

INSTRUCTOR PREPARATION:

1. Prepare sufficient copies of Topics for Interviews and Observations (III-7-SHa) and Job Contacts Forms (III-7-SHb)

PROCEDURE:

Class discussion on informational interviews; small-group preparation of interview questions; role-playing interviews.

MATERIALS:

1. Informational Interviews (III-7-IHa)
2. Topics for Interviews and Observations (III-7-SHa)
3. Job Contacts Form (III-7-SHb)

GUIDELINES:

NOTES:

In-Class Activities

1. Discuss importance of collecting occupational information through personal contacts with workers. Present highlights of Informational Interviews (III-7-IHa).

III-6-SHb
LAOTIAN

OCCUPATIONS I MIGHT LIKE
ວິຊາອາຊີບທີ່ຂ້າພະເຈົ້າຈະມັກ

DIRECTIONS: Choose up to 5 occupations that interest you. For each occupation, write the information that applies.

ການຊີ້ແຈງ ເລືອກເຖິງຫ້າວິຊາທີ່ທ່ານມັກ. ແຕ່ລະວິຊາ, ຈົ່ງຂຽນເລື່ອງທີ່ກ່ຽວຂ້ອງມາ

OCCUPATION ວິຊາອາຊີບ	JOB FAMILY ວຽກການກຸ່ມດຽວກັນ	EDUCATION REQUIRED ການສຶກສາທີ່ຕ້ອງການ	WORKER INTERESTS ຄວາມສົນໃຈຂອງຄົນງານ	WORKER ABILITIES ຄວາມສາມາດຂອງຄົນງານ	WORKER VALUES ຄຸນຄ່າຂອງຄົນງານ
1.					
2.					
3.					
4.					
5.					

GUIDELINES (Cont.):

2. Distribute Topics for Career Exploration (III-7-SHa). Discuss the topics to be covered in students' informational interviews. Explain that the information will be gathered from three sources:
    - in-class interviews
    - visits to worksites
    - out-of-class interviews

3. Divide students into small groups to develop a set of questions to use for the in-class interviews to be conducted during the next class (Lesson 8). Have students focus their questions for this interview on how the person prepared for and chose the occupation, and how his or her present job fits in with his or her future career plans (items A-F plus I).

4. Have students role-play informational interviews, using instructor as the interviewee.

5. Distribute and explain Job Contacts Form (III-7-SHb).

Outside Activity:

Ask students to contact two family members or friends who are employed full-time and complete a job contacts form for each. (If possible, they should select two people who have different jobs that might be of interest to others in the class.

NOTES:

During the worksite visit (Lesson 9), students will focus on collecting information on work tasks and working conditions (items D-H). In Lesson 10, they will focus on characteristics of workers and of the particular employer, the worker's impressions of the job, and local job opportunities.

Collect the forms and put them in a resource file in the classroom. They will be used by the class in planning out-of-class interviews.

REFERENCES AND SUPPLEMENTARY MATERIALS:

California Employment Development Department. Finding A New Job With Skills You Already Have. Sacramento, CA., 1981.

Trabandt, J. S., et al. Emphasis: Work. Salt Lake City: Olympus Publishing Company, 1977.

INFORMATION INTERVEWS*

You have done a lot of reading about occupations. You should also collect first-hand information by talking to workers and watching them on the job.

How do you talk to people about their jobs? It's easy. People like to talk about themselves. Most will be happy to tell you about their jobs. When you collect information from people about what their jobs are like, this is called an informational interview.

Informational interviews can help you in the following ways:

1. You can learn more about a certain occupation--directly from people who work in it every day. This will help you decide if the occupation is right for you.
2. You can practice talking to people about jobs. This will help you feel more comfortable when you start looking for work and go on job interviews.
3. You will meet people who can give you career advice. These people can help you later when you are looking for a job.
4. You will find out about companies in the area which hire people in this occupation. You will collect information about what these companies are like and whether they have job openings in the occupation you are considering.

TOPICS FOR INTERVIEWS AND OBSERVATIONS
ប្រធានបទសំភាសន៍ និង សេចក្ដីសង្កេត

A. Background of Person

ក. សាវតាររបស់បុគ្គល

Prior work experience

ការពិសោធន៍ក្នុងកិច្ចការ

Personal characteristics (hobbies, interests, etc.)

បុគ្គលិកលក្ខណៈ (ការប្រកបអ្វីមួយដែលខ្លួនចូលចិត្តកំសាន្ត, ការចាប់អារម្មណ៍ ។ល។)

B. How Person Chose This Occupation

ខ. តើបុគ្គលនោះជ្រើសរើសមុខរបរនេះរបៀបណា?

How information was collected

តើព័ត៌មានត្រូវយកមកពីណា របៀបណា

How decision was made

តើសេចក្ដីសំរេចចិត្តកើតឡើងរបៀបណា

C. Education

គ. ការសិក្សា

General level required for job

ការចេះដឹងទូទៅដែលត្រូវការសំរាប់ការងារ

Specific training received (type of school, quality of instruction, length, cost, degree received)

ប្រភេទការហ្វឹកហ្វឺនដែលទទួល (ពីសាលារៀនរបៀបណា, គុណភាពនៃការ

រយៈពេល, តំលៃ និង សញ្ញាបត្រដែលបានទទួល

Special licenses, certificates needed

អាជ្ញាបណ្ណពិសេស, សញ្ញាបត្រដែលត្រូវការ

TOPICS FOR INTERVIEWS AND OBSERVATIONS (Cont.)

ប្រធានបទសម្ភាសន៍ និងការសង្កេតមើល (ត)

D. Nature of Work

ឃ. ចំណែក ឬ ផ្នែកការងារ

Specific tasks performed

កិច្ចការពិសេសដែលបានធ្វើ

Other people involved

អ្នកដទៃទៀតដែលពាក់ព័ន្ធ

E. Worker Characteristics

ង. លក្ខណៈអ្នកធ្វើការ

Knowledge and skills

ចំណេះដឹង និងការប៉ិនប្រសប់

Work values

តម្លៃការងារ

Interests

ការចាប់អារម្មណ៍

Lifestyle

ជីវភាពរស់នៅ

Abilities

សមត្ថភាព

TOPICS FOR INTERVIEWS AND OBSERVATIONS (Cont.)
ប្រធានបទសម្ភាសន៍ និង សេចក្ដីសង្កេត (ត)

F. Working Conditions
ច. លក្ខខណ្ឌការងារ

Work setting (inside/outside; in store, Tools or equipment used
ប្រដាប់ប្រដា និងកន្លែងការងារ (ខាងក្នុង/ខាងក្រៅ; ហាង ប្រដាប់ប្រដាដែល
office or factory, etc.)
ប្រើទៅក្នុងការិយាល័យ ឬ ក្នុងរោងចក្រ ។ល។

Days and Hours
ថ្ងៃ និង ម៉ោងធ្វើការ

Physical demands
ការទាមទារកម្លាំងកាយ

Clothing worn
សម្លៀកបំពាក់ពាក់

Special hazards
គ្រោះថ្នាក់ពិសេស

G. Financial Benefits and Future Possibilities
ឆ. ប្រាក់បំណាច់ និង ផលប្រយោជន៍ដទៃទៀត អនាគតដែលអាចកើតឡើង

Salary range
ប្រាក់បៀវត្ស

Benefits
ប្រាក់បំណាច់

Advancement opportunities
ឱកាសសម្រាប់ឡើងតំណែងក្នុងការងារ

Employment outlook (locally
ទស្សនវិស័យការងារ (ក្នុង
and nationally)
ស្រុក និង ក្នុងប្រទេស)

H. Nature of Company
ជ. ប្រភេទក្រុមហ៊ុន

Number of employees
ចំនួនបុគ្គលិក

Number of branches and Locations
ចំនួនសាខា និង ទីតាំង

Reputation
កិត្តិសព្ទ

Hiring policies, current
របៀបជ្រើសរើសអ្នកធ្វើការ, ចំនួន
openings
កន្លែងទំនេរ

TOPICS FOR INTERVIEWS AND OBSERVATIONS (Cont.)
ប្រធានបទសំភាសន៍ និង សង្កេតការណ៍ (ត)

Growth potential
ការដុះដាលរីកចំរើនទៅមុខ

I. Worker's Impressions About Occupation
ឈ. ការចាប់អារម្មណ៍របស់អ្នកធ្វើការចំពោះមុខរបរ

Personal career plans for future
គំរោងការណ៍អាជីពផ្ទាល់ខ្លួនសំរាប់អនាគត

Most/least enjoyable aspects of job
ផ្នែកដែលគួរចង់ធ្វើការជាងគេ

Advice to prospective worker
ដំបូន្មានចំពោះអ្នកធ្វើការអនាគត

J. Additional Information
ញ. ព័ត៌មានបន្ថែម

Other people/organizations to contact for information
ការទាក់ទងជាមួយអ្នកដទៃ / និង អង្គការផ្សេងៗដើម្បីសុំយកព័ត៌មាន

CAMBODIAN

:B CONTACTS FORM
លិខិតទាក់ទងនឹងធ្វើការ

Name of Worker ____________________
ឈ្មោះអ្នកធ្វើការ

Name of Occupation: ____________________
ឈ្មោះមុខរបរ :

Home Address ____________________
អាសយដ្ឋានផ្ទះ:
____

What Worker Does on Job: ____________________
តើអ្នកធ្វើអ្វី :
____
____

Telephone Numbers:
លេខទូរស័ព្ទ
Home ____________________
ផ្ទះ:
Work ____________________
កន្លែងធ្វើការ

Name of Company ____________________
ឈ្មោះក្រុមហ៊ុន
Address ____________________
អាសយដ្ឋាន
____

Length of Time on Job: ____________________
រយៈពេលធ្វើការ

Would this person be willing to talk with someone about his/her job __Yes __No
តើអ្នកនោះចង់និយាយទាក់ទងជាមួយអ្នកណាម្នាក់អំពីការងាររបស់គេទេ — បាទ — ទេ —

What day/time/location would be most convenient? (e.g., at work during lunch on Wednesday)
តើថ្ងៃណាម៉ោងណាកន្លែងណា ? (ឧទាហរណ៍ : នៅកន្លែងធ្វើការពេល
ថ្ងៃត្រង់ ថ្ងៃពុធ
____

Name of student completing this form ____________________
ឈ្មោះនិស្សិតអ្នកបំពេញលិខិត

Relationship of student to worker (friend, brother, etc.) ____________________
តើនិស្សិតនោះត្រូវជាសាច់ញាតិនឹងអ្នកធ្វើការទេ
(មិត្ត , បងប្អូន ។ល។

ទេ:

TOPICS FOR INTERVIEWS AND OBSERVATIONS
NHỮNG ĐỀ MỤC ĐỂ PHỎNG VẤN VÀ QUAN SÁT

A. Background of Person
Quá khứ của Con người
    Prior work experience
    Kinh nghiệm làm việc trước đây
    Personal Characteristics (hobbies, interests, etc.)
    Cá tính (thú tiêu khiển, những quan tâm, v.v...)

B. How Person Chose This Occupation
Làm sao con người chọn công việc này
    How nformation was Collected
    Tin tức được Thu thập như thế nào
    How decision was made
    Quyết định được Tạo lập như thế nào

C. Education
Giáo dục
    General level required for job
    Mức độ thông thường mà công việc đòi hỏi
    Specific training received (type of school, quality of instruction,
    Huấn luyện đặc biệt có được (loại trường, phẩm chất của sự giảng
    length, cost, degree received)
    dạy, thời gian, tốn phí, cấp bằng)
    Special licenses, certificates needed
    Những Giấy phép đặc biệt, những Chứng chỉ cần có

D. Nature of Work
Bản chất Công việc
    Specific tasks performed
    Những Công việc đặc biệt đã làm
    Other people involved
    Những người liên hệ khác

E. Worker Characteristics
Đặc tính của nhân công
    Knowledge and Skills
    Kiến thức và kỹ năng
    Interests
    Những quan tâm
    Abilities
    Khả năng
    Work values
    Giá trị của sự làm việc
    Lifestyle
    Cách thức sống

TOPICS FOR INTERVIEWS AND OBSERVATIONS (Cont.)

NHỮNG ĐỀ MỤC ĐỂ PHỎNG VẤN VÀ QUAN SÁT (tiếp theo)

F. Working Conditions
Điều kiện làm việc
- Work setting (inside/outside; in store, office or factory, etc.)
- Bối cảnh (trong nhà/ ngoài trời, trong cửa hàng, văn phòng hay xưởng máy, v.v...)
- Days and hours
- Ngày và giờ làm việc
- Physical demands
- Những đòi hỏi thể chất
- Tools or equipment used
- đồ nghề hay trang bị xử dụng,
- Clothing worn
- Quần áo
- Special hazards
- Những nguy hiểm đặc biệt

G. Financial Benefits and Future Possibilities
Quyền lợi tài chánh và triển vọng tương lai
- Salary range
- Mức lương
- Benefits
- Quyền lợi phụ
- Advancement opportunities
- Cơ hội thăng tiến
- Employment outlook (locally and nationally)
- Triển vọng nghề nghiệp (địa phương và toàn quốc)

H. Nature of Company
Bản chất của công ty
- Number of employees
- Số lượng nhân viên
- Number of branches and Locations
- Số chi nhánh và địa điểm
- Growth potential
- Tiềm năng phát triển
- Reputation
- Uy tín
- Hiring Policies, current Openings
- Chính sách thuê mướn, những chỗ còn trống hiện có

I. Worker's Impressions About Occupation
Ấn tượng của người làm công về công việc
- Personal career plans for future
- Những chương trình nghề nghiệp riêng cho tương lai
- Most/least enjoyable aspects of job
- Những khía cạnh thích thú ít nhất và nhiều nhất của công việc
- Advice to prospective Worker
- Những chỉ dẫn cho người sắp làm việc

J. Additional Information
Tin tức phụ thêm
- Other people/organizations to contact for information
- Người khác/ Những tổ chức để liên lạc lấy tin tức

JOB CONTACTS FORM
MẪU TIẾP XÚC VỀ CÔNG VIỆC

Name of Worker ____________________
Tên người làm công

Home Address ____________________
Địa chỉ nhà riêng
____

Telephone Numbers:
Số điện thoại
Home ____________________
Nhà
Work ____________________
Sở

Name of Company ____________________
Tên Công ty
Address ____________________
Địa chỉ
____

Name of Occupation: ____________________
Tên công việc :

What Worker Does on Job: ____________________
Những việc người này làm :
____
____

Length of Time on Job: ____________________
Làm công việc này bao lâu :

Would this person be willing to talk with someone about his/her job __Yes __No
Người này có sẵn lòng nói chuyện về cong việc không Có Không

What day/time/locations would be most convenient? (e.g., at work during lunch on Wednesday)
Ngày/ giờ/ đia điểm nào thuận tiện nhất ? (ví dụ tại sở làm trong giờ ăn trưa vào ngày thứ tư)

____

Name of student completing this form ____________________
Tên của sinh viên điền mẫu

Relationship of student to worker (friend, brother, etc.) ____________________
Liên hệ giữa sinh viên và người làm công (bạn, anh em, v.v...)

TOPICS FOR INTERVIEWS AND OBSERVATIONS
ເນື້ອເຣື່ອງ ການສຳພາດ ແລະ ການທັດສະນະ

A. Background of Person ພື້ນຖານ ຂອງບຸກຄົນ

Prior work experience ປະສົບການ ທີ່ຜ່ານມາ

Personal characteristics (hobbies, interests, etc.)
ບຸກຄລິກສະນະ (ການ ເບົາ ອົມສູ, ຄວາມ ສົນໃຈ)

B. How Person Chose This Occupation ວິທີ ຫຼື ເຫດຜົນ ທີ່ບຸກຄົນ ເລືອກເອົາ ວິຊາຊີບນີ້

How information was collected ວິທີ ຊອກ ຫາເອົາ ຂ່າວ ລາຍລະອຽດ

How decision was made ວິທີ ຕັດສິນໃຈ

C. Education ການສຶກສາ

General level required for job ລະດັບ ຄວາມຮູ້ ສຳຫຼັບງານນີ້

Specific training received (type of school, quality of instruction,
ວິຊາການໂດຍສະເພາະ ທີ່ຝຶກອົບຮົມມາແລ້ວ (ປະເພດ ຂອງໂຮງຮຽນ, ຄຸນນະພາບ ຂອງການສິດສອນ
length, cost, degree received)
ລະຍະເວລາ. ຄ່າໃຊ້ຈ່າຍ. ປຣິນຍາ ທີ່ໄດ້ຮັບ)

Special licenses, certificates needed
ໃບອະນຸຍາດ ພິເສດ, ໜັງສື ຢັ້ງຢືນທີ່ ຕ້ອງ ມີ

D. Nature of Work ປະເພດຂອງງານ

Specific tasks performed ໜ້າທີ່ແລະ ພາລະການໂດຍ ສະເພາະ ທີ່ໄດ້ທຳ

Other people involved ຜູ້ຮ່ວມງານ ແລະ ກ່ຽວຂ້ອງ ກັບ ໜ້າທີ່ນີ້

E. Worker Characteristics ລັກສະນະຂອງຄົນງານ

Knowledge and skills ຄວາມຮູ້ ແລະ ຄວາມຊຳນານ — Work values ອຸດົມການ

Interests ຄວາມ ສົນໃຈ — Lifestyle ວິຖີ ຊີວິດ

Abilities ຄວາມ ສາມາດ

TOPICS FOR INTERVIEWS AND OBSERVATIONS (Cont.)
ເນື້ອເລື່ອງ ການສຳພາດ ແລະ ການທັດສະນະ (ຕໍ່)

F. Working Conditions ສະພາບການຢູ່ທີ່ທຳງານ.

Work setting (inside/outside, in store, office or factory, etc.)
ຄວາມເໝາະສົມ ຂອງສະຖານທີ່ທາງໃນ, ທາງນອກ, ໃນຮ້ານ, ໃນຫ້ອງການ ຫຼືໂຮງງານຕ່າງໆ

Days and hours
ມື້ ແລະ ໂມງເຮັດວຽກ

Physical demands
ກຳລັງ ແລະ ເຫື່ອແຮງທີ່ຕ້ອງອອກ

Tools or equipment used
ເຄື່ອງໃຊ້ ແລະ ເຄື່ອງຈັກ ທີ່ຕ້ອງໃຊ້

Clothing worn
ເຄື່ອງນຸ່ງ

Special hazards
ພັຍອັນຕະລາຍ

G. Financial Benefits and Future Possibilities
ເງິນເດືອນ ແລະ ລາຍໄດ້ ພ້ອມດ້ວຍໂອກາດກ້າວໜ້າ

Salary range
ລາຍໄດ້ຂັ້ນຕົ້ນ ແລະ ຂັ້ນຕໍ່ໄປ

Benefits
ການຊ່ວຍເຫຼືອເພີ່ມເຕີມ

Advancement opportunities
ໂອກາດ ກ້າວໜ້າ

Employment outlook (locally and nationally)
ໂອກາດທີ່ຈະໄດ້ຮັບວຽກງານ (ພາຍໃນທ້ອງຖິ່ນ ແລະ ທົ່ວປະເທດ)

H. Nature of Company ກິດຈະການຂອງບໍລິສັດ

Number of employees
ຈຳນວນຄົນງານ

Number of branches and Locations
ຈຳນວນສາຂາ ແລະ ສະຖານທີ່

Growth potential
ການພັດທະນາ ແລະ ກ້າວໜ້າໃນອະນາຄົດ

Reputation ຊື່ສຽງ

Hiring policies, current openings
ນະໂຍບາຍການຈ້າງ ແລະ ໜ້າທີ່ຫວ່າງ

I. Worker's Impressions About Occupation
ຄວາມເຫັນໃຈກ່ຽວກັບວຽກອາຊີບ

Personal career plans for future
ແຜນການສ່ວນຕົວ ອະນາຄົດ

Most/least enjoyable aspects of job
ແງ່ມຸມການງານ ແລະ ໜ້າທີ່ມັກ ຫຼື ບໍ່ມັກ

Advice to prospective worker
ຄຳແນະນຳຕໍ່ຜູ້ທີ່ຈະເລີ່ມສະໝັກ

J. Additional Information ຂໍ້ມູນລາຍລະອຽດເພີ່ມເຕີມ

Other people/organizations to contact for information
ບຸກຄົນອື່ນ ຫຼື ອົງການ ທີ່ຄວນຕິດຕໍ່ເພື່ອລາຍລະອຽດຕ່າງໆ

JOB CONTACTS FORM
ຟອມຕິດຕໍ່ວຽກ

Name of Worker ______________
ຊື່ຄົນງານ
Home Address ______________
ທີ່ຢູ່
____

Telephone Numbers:
ນໍເບີໂທຣະສັບ
Home ______________
ທີ່ບ້ານ
Work ______________
ທີ່ຫ້ອງການ

Name of Company ______________
ຊື່ຂອງບໍລິສັດ
Address ______________
ທີ່ຢູ່
____

Name of Occupation: ______________
ຊື່ວິຊາອາຊີບ

What Worker Does on Job: ______________
ວຽກທີ່ຄົນງານເຮັດ
____
____

Length of Time on Job: ______________
ຣະຍະເວລາທຳງານມາ

Would this person be willing to talk with someone about his/her job __Yes __No
ຄົນຜູ້ນີ້ຈະຍິນດີລົມກັບຜູ້ໃດຜູ້ນຶ່ງກ່ຽວກັບເຣື່ອງວຽກງານຂອງລາວບໍ່

What day/time/locations would be most convenient? (e.g., at work during lunch on Wednesday)
ວັນເວລາໃດ ສະຖານທີ່ບ່ອນໃດ ທີ່ຈະສະດວກ (ຕົວຢ່າງ ເວລາກິນເຂົ້າສວຍ ມື້ວັນພຸດ)

____

Name of student completing this form ______________
ຊື່ຂອງນັກຮຽນທີ່ປະກອບຟອມນີ້

Relationship of student to worker (friend, brother, etc.) ______________
ສາຍສຳພັນຂອງນັກຮຽນກັບຄົນງານ
(ໝູ່ເພື່ອນ, ອ້າຍນ້ອງ,)

CONDUCTING IN-CLASS INFORMATIONAL INTERVIEWS

UNIT III/LESSON 8

OBJECTIVES:

1. Students will interview one or more workers in class and will evaluate the career choice and job training decisions of one of the speakers.
2. Students will make preparations for visiting a worksite and for interviewing a worker outside of class.

INSTRUCTOR PREPARATION:

1. Invite one to three individuals, in occupations of interest to students, to speak to the class. If possible, invite at least one Indochinese person. A local Indochinese refugee service agency or the EDD office may be able to recommend someone.
2. Prepare sufficient copies of handouts (See MATERIALS).

STUDENT PREPARATION:

Students should have a list of interview questions for the in-class interview.

PROCEDURE:

In-class interview of workers; preparation of list of worksite observation items; use of job contacts file.

MATERIALS:

1. Topics for Interviews and Observations (III-7-SHa)
2. Students' completed Job Contacts Forms (III-7-SHb)
3. Worksite Observation Questions (III-8-SHa) (for review)

MATERIALS (Cont.):

4. Maps or directions to worksite (for next lesson)
5. Informational Interviews: What do I say? (III-9-SHa) (for Lesson 9)
6. Interview Plan (III-9-SHb) (for Lesson 9)

GUIDELINES:

NOTES:

In-Class Activities

1. Introduce the speaker(s) to the class or have a student make the introductions. Have speaker say a few words, and open the floor to questions. Each student should ask at least one question of the speaker(s).

If there is more than one speaker and time permits, assign each speaker to several students and have them continue their discussion in small groups.

2. After speaker(s) leave, discuss the interactions. Encourage students to identify the objective and subjective information that was provided.
3. Briefly discuss the purpose of the worksite visit, and distribute maps or clearly written directions to the site(s). Explain that although students may be able to talk briefly with workers during the visit in Lesson 9, they will primarily be observing what workers do and what working conditions are like. Pass out copies of Worksite Observation Form.
4. If time permits, have students look through the Job Contacts Forms prepared by the class in order to locate

GUIDELINES (Cont.): **NOTES:**

a person to interview in Lesson 11. Tell them to turn in their Interview Plan (III-9-SHb) next time.

Outside Activities:

1. Ask Students to write a three-paragraph report describing one of the informational interviews conducted in class. They will summarize the information collected about the speaker and his or her occupation. They will also give their opinion on the following: If I had the same background, needs, and interests as the speaker, would I have made the same training and career choices?

2. Meet with students individually as needed to help them select workers to interview in Lesson 11. If students cannot find an individual in the Job Contacts File who is in one of their occupations of interest, help them locate an appropriate person to interview.

3. Students should contact the person they would like to interview and arrange for an appointment.

REFERENCES AND SUPPLEMENTARY MATERIALS:

U.S. Department of Labor. Dictionary of Occupational Titles (4th ed), Washington, D.C.: Government Printing Office, 1977.

UNIT III/LESSON 8
III-8-SHa
CAMBODIAN

WORKSITE OBSERVATION QUESTIONS
សំនួរពិនិត្យមើលកន្លែងធ្វើការ

1. What is the name of the company or organization?
១ តើក្រុមហ៊ុន ឬ អង្គការនេះឈ្មោះអ្វី ?

2. What occupation(s) did you observe?
២ តើមុខរបរ អ្វីខ្លះ ដែលលោកអ្នកបានសង្កេតឃើញ?

3. Describe in detail the tasks that workers in one occupation perform in a typical day.
៣ ចូរពិពណ៌នាឲ្យបានលំអិតល្អិតល្អន់ ពីការងារដែលពួកអ្នកធ្វើការក្នុងមុខរបរមួយ ប្រចាំថ្ងៃ

4. What other people do they work with? Any Indochinese employees or customers?
៤ តើពួកគេធ្វើការជាមួយអ្នកណាខ្លះ? មានជនជាតិឥណ្ឌូចិនជានិយោជិក ឬជាភ្ញៀវទេ?

5. Describe the work setting. (Is it indoors or outdoors; an office or a factory, etc.?)
៥ ចូរពិពណ៌នាពីកន្លែងធ្វើការ (នៅក្នុងអាគារឬក្រៅអាគារ, នៅក្នុងការិយាល័យ ឬនៅក្នុងរោងចក្រ ល។ ?)

6. What days and hours are these workers on the job?
៦ តើពួកធ្វើការធ្វើថ្ងៃណា និងម៉ោងណា ?

7. Is the work physically or mentally difficult? How?
៧ តើការងារនេះធ្ងន់ខាងកម្លាំងកាយ ឬ ខាងប្រាជ្ញាស្មារតីទេ? ដូចម្តេច?

WORKSITE OBSERVATION QUESTIONS (Cont.)
សំនួរពិនិត្យមើលការដ្ឋានធ្វើការ (ត)

8. What kinds of tools, equipment, or supplies are used in the job?
៨. ឧបករណ៍ធ្វើការ តើមានប្រើប្រដាប់ប្រដា, សម្ភារៈ ឬ របស់អ្វីខ្លះ?

9. What kind of clothes do workers wear?
៩. តើអ្នកធ្វើការស្លៀកពាក់សម្លៀកបំពាក់អ្វីធ្វើការ?

10. Are there any potential dangers on the job?
១០. តើការងារនេះមានកើតគ្រោះថ្នាក់ទេ?

11. Did the employer seem to be concerned about the safety and happiness of the
១១ តើនិយោជកហាក់ដូចជាយកចិត្តទុកដាក់ នឹង អ្នកធ្វើការទេ ចំពោះសុវត្ថិភាពរបស់ពលករធ្វើការ

workers? In what ways?
និងសុខមាលភាពរបស់អ្នកធ្វើការ? តើតាមរបៀបយ៉ាងណា?

12. Describe the interests, abilities, and work values that you think workers
១២. ចូររៀបរាប់ពីចំណាប់អារម្មណ៍, សមត្ថភាព និង ការឲ្យតម្លៃការងារ របស់អ្នក

in this occupation would have.
ធ្វើការទំនងប្រកបមុខរបរនេះ:

13. Give three aspects of the job that you think you would like and tell why.
១៣ ចូរបង្ហាញនូវលក្ខណៈការងារ ៣ យ៉ាង ដែលអ្នកគិតថាអ្នកចូលចិត្ត ហើយប្រាប់ផង ហេតុអ្វីបានជាអ្នកចូលចិត្ត?

14. Give three aspects of the job you would not like; tell why.
១៤. ចូរបង្ហាញលក្ខណៈការងារ ៣ យ៉ាង ដែលអ្នកគិតថាមិនចូលចិត្ត ហើយប្រាប់ផង ហេតុអ្វីបានជាអ្នកមិនចូលចិត្ត?

WORKSITE OBSERVATION QUESTIONS
NHỮNG CÂU HỎI QUAN SÁT VỀ NƠI LÀM VIỆC

1. What is the name of the company or organization?
Tên của công ty hoặc tổ chức là gì ?

2. What occupation(s) did you observe?
Bạn quan sát những công việc nào ?

3. Describe in detail the tasks that workers in one occupation perform in a
Mô tả chi tiết những gì các nhân công làm trong một công việc vào một
typical day.
ngày điển hình.

4. What other people do they work with? Any Indochinese employees or
Những người cùng làm khác là ai ? Có người làm công hay khách hàng
customers?
Đông dương nào không ?

5. Describe the work setting. (Is it indoors or outdoors; an office or a
Mô tả bối cảnh làm việc. (Trong nhà hay ngoài trời; văn phòng hay xưởng
factory, etc.?)
máy, v.v...?)

6. What days and hours are these workers on the job?
Những nhân công này làm việc vào ngày và giờ nào ?

7. Is the work physically or mentally difficult? How?
Công việc có khó khăn về phương diện thể chất và tinh thần không ? Như
thế nào ?

8. What kinds of tools, equipment, or supplies are used in the job?
Những loại đồ nghề, trang bị hay vật liệu dùng trong công việc ?

9. What kind of clothes do workers wear?
Nhân công mặc loại quần áo nào ?

10. Are there any potential dangers on the job?
Có những nguy hiểm có thể xảy ra trong công việc hay không ?

11. Did the employer seem to be concerned about the safety and happiness of the
Chủ nhân có quan tâm về sự an ninh và hạnh phúc của nhân công hay không ?
workers? In what ways?
Bằng cách nào ?

12. Describe the interests, abilities, and work values that you think workers
Mô tả những mối quan tâm, khả năng và giá trị làm việc mà bạn nghĩ những
in this occupation would have.
nhân công trong công việc này có thể có.

WORKSITE OBSERVATION QUESTIONS (Cont.)
NHỮNG CÂU HỎI QUAN SÁT VỀ NƠI LÀM VIỆC (t.t)

13. Give three aspects of the job that you think you would like and tell why.
Kể ra ba khía canh của công việc mà bạn nghĩ là bạn thích và cho biết tai sao .

14. Give three aspects of the job you would not like; tell why.
Kể ra ba khía cạnh của công việc mà bạn không thích và cho biết tai sao.

WORKSITE OBSERVATION QUESTIONS

ຄຳຖາມກ່ຽວກັບການທັດສະນະສະຖານທີ່ທຳງານ

1. What is the name of the company or organization?
ຊື່ຂອງບໍລິສັດ ຫຼືອົງການ

2. What occupation(s) did you observe?
ໄດ້ສັງເກດເບິ່ງວິຊາອາຊີບ ແນວໃດ ?

3. Describe in detail the tasks that workers in one occupation perform in a
ອະທິບາຍ ລະອຽດ ໜ້າທີ່ຂອງກຳມະກອນຜູ້ນຶ່ງໃນວິຊາອາຊີບໂດຍສະເພາະອັນນຶ່ງໃນວັນນຶ່ງ
typical day.
ຢ່າງແຂງແຮງ.

4. What other people do they work with? Any Indochinese employees or
ຜູ້ໃດແດ່ທີ່ຮ່ວມງານ ? ມີຄົນອິນດູຈີນ ເປັນນັກງານຮ່ວມ ຫຼືເປັນລູກຄ້າ
customers?
ຂອງຄົນອິນດູຈີນບໍ ?

5. Describe the work setting. (Is it indoors or outdoors; an office or a
ອະທິບາຍ ອັນທີ່ກ່ຽວກັບສະຖານທີ່ເຮັດວຽກ. ເຮັດຢູ່ໃນ ຫຼືຢູ່ນອກ; ຢູ່ໃນຫ້ອງການ ຫຼືຢູ່
factory, etc.?)
ໃນໂຮງງານ.

6. What days and hours are these workers on the job?
ນັກງານເຫຼົ່ານີ້ເຮັດວຽກວັນໃດ ແລະເວລາໃດ ?

7. Is the work physically or mentally difficult? How?
ວຽກງານນີ້ໜັກໜ່ວງ ຫຼືວ່າຍາກດ້ານການໃຊ້ສະໝອງບໍ? ຍາກແນວໃດແດ່?

8. What kinds of tools, equipment, or supplies are used in the job?
ໃຊ້ເຄື່ອງມື, ເຄື່ອງຈັກ ຫຼືສິ່ງຂອງແນວໃດແດ່?

9. What kind of clothes do workers wear?
ນັກງານນຸ່ງເຄື່ອງແບບ ແນວໃດ?

10. Are there any potential dangers on the job?
ວຽກງານນີ້ອາດມີ ອັນຕະລາຍ ແນວໃດ?

11. Did the employer seem to be concerned about the safety and happiness of the
ນາຍຈ້າງ ເປັນຄືມີຄວາມ ເປັນຫ່ວງນຳ ຄວາມປອດໄພ ແລະ ຄວາມສຸກໃຈຂອງລູກຈ້າງບໍ?
workers? In what ways?
ເປັນຫ່ວງນຳ ຢ່າງໃດແດ່?

12. Describe the interests, abilities, and work values that you think workers
ອະທິບາຍຄື ອັນທີ່ ຄວາມສົນໃຈ, ຄວາມສາມາດ, ແລະຄຸນຄ່າການທຳງານ
in this occupation would have.
ຂອງນັກງານ ເຫຼົ່ານີ້ ໃນວິຊາອາຊີບນີ້.

WORKSITE OBSERVATION QUESTIONS (Cont.)

ຄຳຖາມ ກ່ຽວກັບທັດສະນະທີ່ວຽກງານ.

13. Give three aspects of the job that you think you would like and tell why.
ຈົ່ງໃຫ້ຄວາມເຫັນ ກ່ຽວກັບວຽກທີ່ທ່ານມັກ ຈັກ 3 ຢ່າງ ແລະ ອະທິບາຍວ່າ ເພາະເຫດໃດ ?

14. Give three aspects of the job you would not like; tell why.
ຈົ່ງໃຫ້ຄວາມຄິດເຫັນ ກ່ຽວກັບວຽກທີ່ທ່ານບໍ່ມັກ ຈັກ 3 ຢ່າງ ແລະ ອະທິບາຍວ່າ ເພາະເຫດໃດ ?

VISITING A WORKSITE UNIT III/LESSON 9

OBJECTIVES:	1. Students will visit a worksite to observe workers, work tasks, and working conditions associated with a particular occupation. 2. Students will prepare a description of the worksite visit.
INSTRUCTOR PREPARATION:	Make arrangements with one or more companies for a group of students to visit. Select occupations of interest to the class and worksites that students may not otherwise have an opportunity to visit--e.g., hospital lab, computer room, electronics production area, marketing division of large company. Explain that you would like to observe employees on the job and talk to one worker briefly. If possible, divide students into about 3 groups and arrange for two other colleagues to help. Each instructor should take a group to a different worksite.
STUDENT PREPARATION:	Students should bring their Worksite Observation Questions in order to take notes as they watch workers on the job and observe working conditions.
PROCEDURE:	Visit to worksite(s): observation of workers on the job and brief questioning of workers regarding their work tasks and working conditions.
MATERIALS:	Worksite Observation Questions (III-9-SHa)

GUIDELINES (Cont.):

In-Class Activities

1. Have the students meet at worksite for this class period.

2. Introduce students to the host at the worksite, and accompany students on a tour of the company or department.

3. Point out to students unique aspects of workers' tasks or working conditions. Have students ask questions of host or workers to fill in information gaps.

4. Before leaving the site, remind students to complete homework assignment (See below) and to prepare for their interviews out-of-class.

Outside Activities:

1. Ask students to refer to the Worksite Observation Questions (III-9-SHa) in preparing a two-page report of what they learned at the worksite.

2. Have one student or a pair of students from each work site group write a thank-you letter to the person hosting your visit.

3. Have students contact the person they would like to interview and arrange for an appointment.

NOTES:

Be certain that company safety and security rules are followed.

GUIDELINES (Cont.):

NOTES:

Optional Activity:

Have students visit other worksites that are open to the public; e.g., department stores, restaurants, auto repair shops. Have them prepare worksite summaries of these visits.

REFERENCES AND SUPPLEMENTARY MATERIALS:

U.S. Department of Labor. Dictionary of Occupational Titles (4th ed.), Washington, D.C.: Government Printing Office, 1977.

U.S. Department of Labor. Occupational Outlook Handbook. Washington, D.C.: Government Printing Office, 1980.

PREPARING FOR PERSONAL INTERVIEWS WITH WORKERS

UNIT III/LESSON 10

OBJECTIVES:

1. Students will share impressions of the worksite visit(s).
2. Students will finish preparations for a personal interview with a worker.

INSTRUCTOR PREPARATION:

1. Review Respiratory Therapy Workers (III-10-IHa).
2. Have available extra copies of Informational Interviews: What Do I Say? (III-10-SHa) and Interview Plan (III-10-SHb).
3. Prepare sufficient copies of Problems That May Occur in Interviewing (III-10-SHc).

STUDENT PREPARATION:

Students will submit a two-page summary of their worksite visit. (This should have been completed as part of Lesson 9) They should be prepared to discuss the visit in class.

PROCEDURE:

Large-group discussion of worksite visits; role-playing an informational interview with a respiratory therapist.

MATERIALS:

1. Informational Interviews: What Do I Say? (III-10-SHa) for review.
2. Interview Plan (III-10-SHb) for review.
3. Respiratory Therapy Workers (III-10-IHa).
4. Problems That May Occur in Interviewing (III-10-SHc)

GUIDELINES:

NOTES:

In-Class Activities

1. Have several students report on their worksite visits. Discuss the work tasks and working conditions observed and students' subjective reactions to them.
2. Review requirements for information interviews.

Whereas the in-class interviews focused on occupational preparation, and the worksite visit focused on tasks and working conditions, the personal interview should focus on worker and employer characteristics and job future.

3. As an entire class, develop a set of questions to ask in the out-of-class interview. Write these on newsprint or on the chalkboard.
4. Read aloud to the class Respiratory Therapy Workers (III-10-IHa). Discuss any unclear points.
5. Divide students into pairs to role play an interview with a respiratory therapist. One member of each pair should be the interviewer; the other should take the part of the respiratory therapist. Have students critique their own performance.

'Interviewers' should have clear questions that tap a wide range of occupational information. 'Therapists' should give clear facts and convincing subjective impressions of their occupations.

6. Ask for a volunteer pair to demonstrate an interview to the class. Reinforce all of the positive parts of the interview. Ask students to suggest improvements.

GUIDELINES (Cont.)

NOTES:

7. Distribute Problems That May Occur in Interviewing (III-10-SHc). Discuss possible solutions.

Outside Activities:

Have each student conduct his or her informational interview and prepare a three-minute talk summarizing the interview. Students should provide a factual description of the occupation and the employer, the worker's subjective reactions, and their own opinions of how they would fit into that occupation and company.

REFERENCES AND SUPPLEMENTARY MATERIALS:

U.S. Department of Labor. Occupational Outlook Handbook. Washington, D.C.: Government Printing Office, 1980.

RESPIRATORY THERAPY WORKERS*

Respiratory therapy workers, sometimes called inhalation therapy workers, treat patients with cardiorespiratory problems. This treatment may range from giving temporarty relief to patients with chronic asthma or emphysema to giving emergency care in cases of heart failure, stroke, drowning, and shock. Respiratory therapy workers also are among the first medical specialists called for emergency treatment of acute respiratory conditions arising from head injury or drug poisoning. The therapy worker's role is a highly responsible one because if a patient stops breathing for longer than 3 to 5 minutes, there is little chance of recovery without serious brain damage, and if oxygen is cut off for more than 9 minutes, death results.

Following doctors' orders, respiratory therapy workers use special equipment, such as respirators and positive-pressure breathing machines, to treat patients who need temporary or emergency respiratory assistance. . . . They also show patients and their families how to use equipment at home. Other duties include keeping records of the cost of materials and charges to patients, and maintaining and making minor repairs to equipment.

There are three levels of workers within the field of respiratory therapy: Therapists, technicians, and assistants. Therapists and technicians perform essentially the same duties. However, the therapist is expected to have a higher level of expertise and may be expected to assume some teaching and supervisory duties. Respiratory assistants have little contact with patients and spend most of their time taking care of the equipment, including cleaning, sterilizing, and storing it. Many are new to the job and are training to advance to the technician or therapist level.

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*From Dictionary of Occupational Titles

RESPIRATORY THERAPY WORKERS* (Cont.)

WORKING CONDITIONS

Respiratory therapy workers generally work a 40-hour week. Because many hospitals operate around the clock, they may be required to work evenings or weekends. Respiratory therapy workers spend long periods standing and, when involved in an emergency, may work under a great deal of stress. The inhalants they work with are highly flammable.

PLACES OF EMPLOYMENT

About 50,000 persons worked as respiratory therapists, technicians, or assistants in 1978. Most work in hospitals, in respiratory therapy, anesthesiology, or pulmonary medicine departments. Others work for oxygen equipment rental companies, ambulance services, nursing homes, and universities.

. . . . People who want to enter the respiratory therapy field should enjoy working with patients and should understand their physical and psychological needs. Respiratory therapy workers must be able to pay attention to detail, follow instructions, and work as part of a team. Operating the complicated respiratory therapy equipment also requires mechanical ability and manual dexterity. High school students interested in a career in this field are encouraged to take courses in health, biology, mathematics, physics, and bookkeeping.

Respiratory therapists can advance to assistant chief, chief therapist, or, with graduate education, to instructor of respiratory therapy at the college level. Respiratory technicians and assistants can advance to the therapist level by taking the appropriate training courses.

EMPLOYMENT OUTLOOK

Employment of respiratory therapy workers is expected to grow much faster than the average for

RESPIRATORY THERAPY WORKERS* (Cont.)

all occupations through the 1980's as a result of general population growth, greater health consciousness, and expansion of prepayment programs that make it easier for people to pay for health care. Demand for these workers also should increase due to the rising proportion of older persons, the segment of the population with the greatest frequency of heart and lung problems. Additional openings will arise from the need to replace those who retire, die, or leave the occupation for other reasons.

Prospects should be excellent for graduates of formal training programs. If the number of these graduates continues to rise, those without this training may face some competition.

EARNINGS

The starting salary of respiratory therapists employed in hosptitals averaged about $11,400 a year in 1978, according to a survey conducted by the University of Texas Medical Branch. Experienced respiratory therapists in hospitals earned average salaries of $13,900 a year in 1978. Salaries of respiratory technicians and assistants are lower than those of respiratory therapists. . . .

Respiratory therapy workers in hospitals receive the same benefits as other hospital personnel, including hospitalization, paid vacations, and sick leave. Some institutions provide tuition assistance or free courses, pension programs, uniforms, and parking.

UNII III/LESSON ១០
III-១០-SHa
CAMBODIAN

INFORMATIONAL INTERVIEWS: WHAT DO I SAY?

ពត៌មានការធ្វើសម្ភាសន៍ : តើខ្ញុំត្រូវនិយាយយ៉ាងដូចម្ដេច?

A. Before the Interview:

ក. មុនការធ្វើសម្ភាសន៍ :

1. TELEPHONE THE PERSON WITH WHOM YOU WANT TO TALK, AND CALL HIM OR HER

១. ទូរស័ព្ទទៅអ្នកដែលលោកអ្នកចង់ត្រូវការនិយាយតាមទូរស័ព្ទជាមួយ ហើយហៅឈ្មោះអ្នកនោះ:

BY NAME.

"Hello, Mr./Mrs./Ms./Dr.__________ My name is ______________________

សួស្ដី លោក, លោកស្រី, នាង, ឌុកទ័រ — ខ្ញុំឈ្មោះ ______________________

2. TELL THE PERSON WHO RECOMMENDED THAT YOU CALL.

២. ប្រាប់អ្នកដែលនិយាយជាមួយថា អ្នកណា ឈ្មោះអ្វី ប្រាប់ឈ្មោះគាត់

"My friend, ____________________, gave me your name."

មិត្តភក្តិខ្ញុំឈ្មោះ ______________ បានប្រាប់ឈ្មោះលោក/លោកស្រី

3. EXPLAIN WHY YOU'RE CALLING.

៣. ប្រាប់អ្នកនោះពីហេតុអ្វីបានជាលោកអ្នកចង់ទូរស័ព្ទទៅគាត់

"I am calling because I'm thinking about entering the occupation of

"ខ្ញុំបានទូរស័ព្ទមករក ព្រោះខ្ញុំយល់ថា ខ្ញុំនឹងចូលប្រកបមុខរបរ _______

____________________________ and would like to ask you some questions

____________________________ ហើយខ្ញុំចង់សួរសំណួរខ្លះៗ ពីលោក,ស្រី

about your job."

ការងាររបស់ ។

OR

ឬ

WHAT DO I SAY?(Cont.)
តើខ្ញុំនិយាយដូចម្ដេច (ត)

4. ARRANGE A TIME AND A PLACE FOR THE INTERVIEW.
៤. ការកំណត់ពេលវេលានិងកន្លែងសំរាប់ធ្វើសម្ភាសន៍

"I would like to talk to you for __________ minutes on ______________ (date)
ខ្ញុំ ចង់ ជួបនិយាយជាមួយលោក/លោក(ស្រី)____ ចំនួននាទី____ នៅថ្ងៃ- ខែ-
or ____________________ (date). What day and time would be good for you?
នៅថ្ងៃណា ឬ ពេលវេលាណាដែលលោក(ស្រី)អាចទំនេរស្រួលបាន?

B. AT THE INTERVIEW
ខ. នៅកន្លែងធ្វើសម្ភាសន៍

1. GREET THE PERSON BY NAME AND GIVE YOUR NAME.
១. [illegible]: និង [illegible] ដោយហៅឈ្មោះគេ និងប្រាប់ឈ្មោះខ្លួនឯង

"Hello, Mr./Mrs./Ms./Dr. ____________. My name is ____________________.
"ជំរាបសួរ លោក/លោក(ស្រី)/កញ្ញា/[illegible]—ខ្ញុំឈ្មោះ ____________________
Nice to meet you."
ខ្ញុំត្រេកអរណាស់ដែលបានស្គាល់លោក/លោក(ស្រី)

WHAT DO I SAY?(Cont.)

តើខ្ញុំត្រូវនិយាយថាដូចម្ដេច (ត)

2. ASK YOUR QUESTIONS.

២. សួរសំនួរ

"I'd like to ask you some questions about your job:"

ខ្ញុំចង់សួរសំនួរលោក/លោក(ស្រី)ខ្លះៗអំពីការងារ :

1. ____________________

____

2. ____________________

____

3. ____________________

____

4. ____________________

____

5. ____________________

____

6. ____________________

____

7. ____________________

8. ____________________

9. ____________________

____

10. ____________________

____

WHAT DO I SAY?(Cont.)
តើខ្ញុំត្រូវនិយាយដូចម្ដេច (ត)

3. THANK THE PERSON FOR HIS/HER TIME.
៣. អរគុណអ្នកដែលបានចំណាយពេលវេលាជាមួយលោក/លោកស្រីនោះ ។

"Thank you very much, Mr./Mrs./Ms./Dr.__________________________, for
ខ្ញុំសូមអរគុណច្រើន លោក/លោកស្រី/នាង/ដុកទ័រ ______________ ដែល
talking with me.
បានពិភាក្សាជាមួយខ្ញុំ

I learned a lot about __________________________. Thanks for your
ខ្ញុំបានដឹងរឿងច្រើនអំពី ____________________ អរគុណ ចំពោះពេល
time."
វេលាដែលបានចំណាយជាមួយខ្ញុំ

UNIT III/LESSON 10
III-10-SHb
CAMBODIAN

INTERVIEW PLAN
ផែនការណ៍សម្ភាសន៍

My interview is with ______________________________,
(name)

ខ្ញុំត្រូវធ្វើសម្ភាសន៍ជាមួយ
(ឈ្មោះ)

who has a job as a ______________________________
(occupation)

ដែលមានការងារធ្វើជា
(ឈ្មោះមុខរបរ)

at ______________________________
(name of company)

នៅ
(ឈ្មោះក្រុមហ៊ុន)

I will meet him/her at ______________________________
(location)

ខ្ញុំនឹងជួបនឹងគាត់នៅ
(កន្លែងជួប)

on ______________ at ______________. I will travel to the interview
(date) (time)

នៅ ថ្ងៃ.ខ.ឆ វេលា ម៉ោង ខ្ញុំនឹងធ្វើដំណើរទៅធ្វើសម្ភាសន៍

by ______________________________
(car/bus, etc.)

ដោយ
ឧ: ឡានក្រុង/រថយន្តឈ្នួល ល។ល

____
Student's Name

ឈ្មោះនិស្សិត

PROBLEMS THAT MAY OCCUR DURING INTERVIEWING

បញ្ហាដែលអាចកើតមានឡើងនៅពេលធ្វើសម្ភាសន៍

Below is a list of problems you may encounter when you conduct an informational interview.

ខាងក្រោមនេះ គឺតារាងដែលប្រាប់អំពីបញ្ហាខ្លះៗ ដែលអាចកើតមានឡើងនៅពេលធ្វើសម្ភាសន៍.

1. You get lost or your car breaks down on the way to the interview.

១. លោកអ្នកវង្វេងផ្លូវ ឬឡានរបស់អ្នកខូចពេលធ្វើដំណើរទៅធ្វើសម្ភាសន៍

2. Person to be interviewed is in a meeting in the next office at the time you arrive for the interview. The meeting will last for several hours.

២. អ្នកដែលត្រូវធ្វើសម្ភាសន៍ជាមួយលោកអ្នក កំពុងប្រជុំនៅការិយាល័យមួយទៀត ពេលលោកអ្នកទៅដល់ ការប្រជុំនោះ អាចអូសបន្លាយច្រើនម៉ោង

3. Person to be interviewed is sick at home when you arrive for the interview.

៣. អ្នកដែលធ្វើសម្ភាសន៍ជាមួយលោកអ្នក ឈឺនៅផ្ទះ នៅថ្ងៃដែលលោកអ្នកទៅធ្វើសម្ភាសន៍

4. Person to be interviewed says he or she can only talk to you for ten minutes. You had asked for a half hour.

៤. អ្នកដែលធ្វើសម្ភាសន៍ជាមួយលោកអ្នក អាចប្រាប់លោកអ្នកថា គេអាចនិយាយជាមួយលោកអ្នកបានតែ ១០ នាទីទេ ដោយការលោកអ្នកបានសុំពេល កន្លះម៉ោង

5. Person you are interviewing gives one-sentence answers to your questions.

៥. អ្នកដែលធ្វើសម្ភាសន៍ជាមួយលោកអ្នក ឆ្លើយតបសំនួរលោកអ្នកតែមួយឃ្លាៗ ប៉ុណ្ណោះ ។

6. Person you are interviewing seems to be enjoying the interview. He or she takes a long time answering each question. You wonder if you'll be able to ask all your questions before your time is up.

៦. អ្នកដែលធ្វើសម្ភាសន៍ជាមួយលោកអ្នក ពេញចិត្តនឹងការធ្វើសម្ភាសន៍ អ្នកនោះអាចឆ្លើយតបសំនួរនីមួយៗ យូរ ។ ហើយលោកអ្នកឆ្ងល់ថា តើលោកអ្នកអាចសួរសំនួរទាំងអស់បានដែរឬទេ មុនអស់ពេលធ្វើសម្ភាសន៍ជាមួយគេ .

CAMBODIAN

PROBLEMS THAT MAY OCCUR DURING INTERVIEWING (Cont.)
បញ្ហាដែលអាចកើតមានឡើងពេលការធ្វើសម្ភាសន៍ (ត)

7. Person is very suspicious about why you want the information and thinks you may be trying to take his or her job.

៧. អ្នកធ្វើសម្ភាសន៍មានការសង្ស័យខ្លាំងពេលលោកអ្នកចង់ឲ្យគាត់ផ្តល់ព័ត៌មាន
គេគិតថា ព្រោះៈ ដណ្ដើមយកការងារលោកអ្នក [illegible] ធ្វើការងារ [illegible]

8. Person is very negative about his or her job or employer.

៨. អ្នកធ្វើសម្ភាសន៍មានការមិនពេញចិត្ត ចំពោះការងាររបស់គេ ឬ ចំពោះនិយោជក

9. Person you are interviewing offers to help you find a job.

៩. អ្នកដែលធ្វើសម្ភាសន៍ សុំជួយ អាចជួយរកការងារឲ្យលោកអ្នក ហើយធ្វើ
[illegible]

INFORMATIONAL INTERVIEWS: WHAT DO I SAY?
NHỮNG CUỘC PHỎNG VẤN THU THẬP TIN TỨC : TÔI PHẢI NÓI GÌ ?

A. Before the Interview:
Trước cuộc phỏng vấn:

1. TELEPHONE THE PERSON WITH WHOM YOU WANT TO TALK, AND CALL HIM OR HER BY NAME
ĐIỆN THOẠI CHO NGƯỜI MÀ BẠN MUỐN NÓI CHUYỆN VÀ GỌI HỌ BẰNG TÊN.

____

"Hello,Mr./Mrs./Ms./Dr. ______________ My name is ______________
" Chào Ông/ Bà/Cô/Bác sĩ Tôi là

2. TELL THE PERSON WHO RECOMMENDED THAT YOU CALL.
NÓI CHO BIẾT NGƯỜI GIỚI THIỆU BẠN

"My friend, ______________, gave me your name."
" Bạn tôi, , cho tôi quý danh ông/ bà."

3. EXPLAIN WHY YOU'RE CALLING.
GIẢI THÍCH TẠI SAO GỌI ĐIỆN THOẠI

"I am calling because I'm thinking about entering the occupation of ______________ and would like to ask you some questions about your job."
"Tôi gọi đến ông/ bà bởi lẽ tôi đang dự định vào làm công việc về và mong được có vài câu hỏi về công việc của ông/ bà."

OR
HOẶC

____

____

____

4. ARRANGE A TIME AND A PLACE FOR THE INTERVIEW.
SẮP XẾP THỜI GIAN VÀ ĐỊA ĐIỂM ĐỂ PHỎNG VẤN

"I would like to talk to you for ________minutes on ______________
(date)
"Tôi muốn được nói chuyện với ông/bà vào khoảng phút vào ngày

or ______________. What day and time would be good for you?
(date)
hoặc ngày . Ngày giờ nào thuận tiện đối với ông/bà ?

WHAT DO I SAY?(Cont.)

TÔI PHẢI NÓI GÌ ? (t.t)

B. AT THE INTERVIEW
TRONG CUỘC PHỎNG VẤN

1. GREET THE PERSON BY NAME AND GIVE YOUR NAME.
CHÀO MỪNG BẰNG TÊN NGƯỜI ĐƯỢC PHỎNG VẤN VÀ TỰ GIỚI THIỆU TÊN MÌNH.

"Hello, Mr./Mrs./Ms./Dr. ______________. My name is ______________.
"Chào Ông/Bà/Cô/Bác sĩ . Tôi tên là .
Nice to meet you."
Hán hạnh được gặp ông/bà."

2. ASK YOUR QUESTIONS.
ĐẶT CÂU HỎI

"I'd like to ask you some questions about your job:"
"Tôi xin được phép có vài câu hỏi về công việc của ông/bà."

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

7. ____

8. ____

WHAT DO I SAY ?(Cont.)
TÔI PHẢI NÓI GÌ?(t.t.)

9. ____

____

10. ____

____

3. THANK THE PERSON FOR HIS/HER TIME.
CÁM ƠN VỀ THỜI GIỜ MÀ NGƯỜI ĐƯỢC PHỎNG VẤN DÀNH CHO MÌNH.

"Thank you very much, Mr./Mrs./Ms./Dr. ____________________, for
"Cám ơn Ông/Bà/ Cô/ Bácsĩ rất nhiều , về
talking with me.
việc đã nói chuyện với tôi.

I learned a lot about ____________________. Thanks for your
Tôi học được rất nhiều về . Cám ơn Ông/Bà
time."
về thời giờ mà ông/bà đã dành cho tôi."

INTERVIEW PLAN
CHƯƠNG TRÌNH PHỎNG VẤN

My interview is with ______________________________,
Cuộc phỏng vấn của tôi với (name)
(tên)

who has a job as a ______________________________
người này đang làm (occupation)
(công việc)

at ______________________________
tại (name of company)
(tên công ty)

I will meet him/her at ______________________________
Tôi sẽ gặp ông/ bà ta tại (location)
(địa điểm)

on ______________ at ______________. I will travel to the interview
(date) lúc (time) . Tôi sẽ đến đó bằng
vào ngày (giờ)

by ______________________________
(car/bus, etc.)
(xe hơi, xe buýt, v.v..)

____
Student's Name
Tên sinh viên

PROBLEMS THAT MAY OCCUR DURING INTERVIEWING
NHỮNG VẤN ĐỀ CÓ THỂ XẢY RA TRONG CUỘC PHỎNG VẤN

Below is a list of problems you may encounter when you conduct an informational interview.

Dưới đây là liệt kê những vấn đề bạn có thể gặp phải trong khi tiến hành một cuộc phỏng vấn thu thập tin tức.

1. You get lost or your car breaks down on the way to the interview.
   Bạn lạc đường hay xe bạn hỏng máy trên đường đến cuộc phỏng vấn.

2. Person to be interviewed is in a meeting in the next office at the time you arrive for the interview. The meeting will last for several hours.
   Người được phỏng vấn đang họp trong một văn phòng cạnh đó khi bạn đến để phỏng vấn. Cuộc họp sẽ kéo dài nhiều giờ.

3. Person to be interviewed is sick at home when you arrive for the interview.
   Người bị phỏng vấn bị đau khi bạn đến phỏng vấn.

4. Person to be interviewed says he or she can only talk to you for ten minutes. You had asked for a half hour.
   Người được phỏng vấn cho biết ông ta hay bà ta chỉ có thể nói chuyện với bạn độ mười phút. Bạn đã xin phép nói chuyện nửa giờ.

5. Person you are interviewing gives one-sentence answers to your questions.
   Người được phỏng vấn trả lời lấy lệ.

6. Person you are interviewing seems to be enjoying the interview. He or she takes a long time answering each question. You wonder if you'll be able to ask all your questions before your time is up.
   Người được phỏng vấn có vẻ thích cuộc phỏng vấn và dùng nhiều thì giờ để trả lời mỗi câu hỏi. Bạn không biết có thể hỏi hết mọi câu hỏi trước khi hết giờ không.

7. Person is very suspicious about why you want the information and thinks you may be trying to take his or her job.
   Người được phỏng vấn rất nghi ngờ tại sao bạn muốn có tin tức và nghĩ rằng có thể bạn đang tìm cách dành công việc của họ.

8. Person is very negative about his or her job or employer.
   Người được phỏng vấn rất tiêu cực về công việc và chủ nhân.

9. Person you are interviewing offers to help you find a job.
   Người được phỏng vấn đề nghị giúp bạn tìm việc làm.

INFORMATIONAL INTERVIEWS: WHAT DO I SAY?
ການສຳພາດເຮັດການ ຄວນເວົ້າແນວໃດ?

A. Before the Interview:
ກ່ອນ ການສຳພາດ

1. TELEPHONE THE PERSON WITH WHOM YOU WANT TO TALK, AND CALL HIM OR HER BY NAME.
ໂທລະສັບໄປຫາ ຜູ້ທີ່ທ່ານຈະໄປສຳພາດນຳ ແລະ ເວົ້າຊື່ເຂົາເຈົ້າ

____

"Hello, Mr./Mrs./Ms./Dr. __________ My name is __________
ສະບາຍດີ ທ່ານ/ນາງ/ນາງ/ທ່ານໝໍ ຂ້ອຍຊື່

2. TELL THE PERSON WHO RECOMMENDED THAT YOU CALL.
ບອກຜູ້ກ່ຽວວ່າ ໃຜ ແນະນຳໃຫ້ທ່ານໂທຫາ

"My friend, __________, gave me your name."
ເພື່ອນຂອງຂ້ອຍ ເອົາຊື່ຂອງທ່ານໃຫ້

3. EXPLAIN WHY YOU'RE CALLING.
ອະທິບາຍວ່າ ເພາະເຫດໃດ ທ່ານຈຶ່ງໄດ້ໂທຫາ

"I am calling because I'm thinking about entering the occupation of
ຂ້ອຍໂທຫາ ເພາະວ່າ ຂ້ອຍກຳລັງຄິດກ່ຽວກັບ ການເຂົ້າເຮັດວຽກອາຊີບ, ອາຊີບ ກ່ຽວກັບ
__________ and would like to ask you some questions about your job."
ວຽກງານ ຂອງທ່ານ.

OR
ຫຼືວ່າ

____

____

____

4. ARRANGE A TIME AND A PLACE FOR THE INTERVIEW.
ນັດໝາຍ ເວລາ ແລະ ສະຖານທີ່ ເພື່ອສຳພາດ

"I would like to talk to you for __________ minutes on __________ (date)
ຂ້ອຍຢາກໂອ້ລົມນຳເຈົ້າ ປະມານ ນາທີ ໃນ ວັນທີ

or __________ (date). What day and time would be good for you?
ຫຼື ມື້ວັນທີ ເວລາໃດ ທີ່ເໝາະສົມ ສຳລັບທ່ານ?

WHAT DO I SAY ?(Cont.)
ຄວນເວົ້າແນວໃດ (ຕໍ່)

B. AT THE INTERVIEW
ເວລາສໍາພາດ

1. GREET THE PERSON BY NAME AND GIVE YOUR NAME.
ທັກທາຍຜູ້ກ່ຽວໂດຍເອີ້ນຊື່ ແລະ ບອກຊື່ຂອງທ່ານເອງ

"Hello, Mr./Mrs./Ms./Dr. ________________. My name is ____________________.
ສະບາຍດີ ທ່ານ/ນາງ/ນາງ/ທ່ານ ໝໍ ຂ້ອຍຊື່
Nice to meet you."
ຍິນດີ ທີ່ຮູ້ຈັກ.

2. ASK YOUR QUESTIONS.
ຕັ້ງຄໍາຖາມຂອງທ່ານຕໍ່ໄປ.

"I'd like to ask you some questions about your job:"
ຂ້ອຍ ຢາກ ຖາມ ທ່ານ ບາງ ຢ່າງ ກ່ຽວ ກັບ ວຽກງານ ຂອງ ທ່ານ.

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

6. ____

____

7. ____

8. ____

WHAT DO I SAY?(Cont.)
ຄວນເວົ້າແນວໃດ (ຕໍ່)

9. ____
____

10. ____
____

3. THANK THE PERSON FOR HIS/HER TIME.
ຂອບໃຈຜູ້ສະ ພາກທ່ານ. ຍິງ/ຊາຍ.

"Thank you very much, Mr./Mrs./Ms./Dr.______________________, for talking with me.
" ຂອບໃຈຫລາຍໆທ່ານ. ນາງ. ທ່ານໝໍ ທີ່
ເວົ້າກັບຂ້າພະເຈົ້າ.

I learned a lot about ______________________. Thanks for your time."
ຂ້ອຍໄດ້ຮຽນຫລາຍຢ່າງກ່ຽວກັບ ຂອບໃຈທີ່ທ່ານສະ
ລະເວລາ.

INTERVIEW PLAN
ແຜນການສຳພາດ

My interview is with ____,
ການສຳພາດຂອງຂ້ອຍກັບ (name)
ຊື່

who has a job as a ____
ຜູ້ມີວຽກງານກັບ (occupation)
ອາຊີບ

at ____
ທີ່ (name of company)
ຊື່ຂອງບໍລິສັດ

I will meet him/her at ____
ຂ້ອຍຈະພົບລາວທີ່ (location)
ສະຖານທີ່

on ____________ at ____________. I will travel to the interview
ໃນວັນທີ (date) ເວລາ (time) ຂ້ອຍຈະໄປສຳພາດໂດຍໃຊ້

by ____
(car/bus, etc.)
ລົດ . ລົດເມ . .

____
Student's Name
ຊື່ຂອງນັກຮຽນ

PROBLEMS THAT MAY OCCUR DURING INTERVIEWING
ບັນຫາທີ່ອາດມີຂື້ນໃນການສຳພາດ

Below is a list of problems you may encounter when you conduct an informational interview.
ຂ້າງຫລຸ່ມນີ້ແມ່ນ ບັນຊີ ບັນຫາຕ່າງໆ ທີ່ອາດພົບ ໃນເວລາໄປສຳພາດ ແບບເປັນກັນເອງ

1. You get lost or your car breaks down on the way to the interview.
   ຫລົງ ທາງ ຫລື ລົດຕິດຂັດ ກາງ ທາງ
2. Person to be interviewed is in a meeting in the next office at the time you arrive for the interview. The meeting will last for several hours.
   ຜູ້ທີ່ຈະສຳພາດຄາປະຊຸມຢູ່. ການປະຊຸມ ອາດຍືດຍາວເຖິງ ສອງຊົ່ວໂມງ
3. Person to be interviewed is sick at home when you arrive for the interview.
   ຜູ້ທີ່ຈະສຳພາດ ຂາດການ ເພາະ ບໍ່ສະບາຍ ເລີຍ ມາບໍ່ໄດ້
4. Person to be interviewed says he or she can only talk to you for ten minutes. You had asked for a half hour.
   ຜູ້ທີ່ຈະສຳພາດ ບອກວ່າ ມີເວລາ ສິບນາທີ ພຽງແຕ່ ສິບນາທີ ຫລັງທີ່ຢູ່ທາງວ່າ ວັນນາ ສາມສິບ
5. Person you are interviewing gives one-sentence answers to your questions.
   ຜູ້ໃຫ້ການສຳພາດ ຕອບສັ້ນໆ ໂດຍ ບໍ່ໃຫ້ລາຍລະອຽດ
6. Person you are interviewing seems to be enjoying the interview. He or she takes a long time answering each question. You wonder if you'll be able to ask all your questions before your time is up.
   ຜູ້ສຳພາດ ປາກົດວ່າ ດີໃຈ ແລະ ພໍໃຈໃນການສຳພາດ ແຕ່ ເວົ້າຫລາຍ ບໍ່ຕອບຄຳຖາມ
   ໂດຍສະເພາະ ເຮັດໃຫ້ເປັນຫ່ວງ ຢ້ານ ບໍ່ມີເວລາ ພໍທີ່ຈະຖາມ ທຸກຂໍ້ ທີ່ໄດ້ກະໄວ້
7. Person is very suspicious about why you want the information and thinks you may be trying to take his or her job.
   ຜູ້ສຳພາດ ບໍ່ໄວ້ພຽງໃຈ ແລະ ລະແວງ ສົງສັຍວ່າຈະ ມາຍາດ ເອົາໜ້າທີ່ ຂອງເຂົາ
8. Person is very negative about his or her job or employer.
   ຜູ້ສຳພາດ ຈົ່ມທຸກ ແລະ ສະແດງ ຄວາມບໍ່ພໍໃຈ ເຣື່ອງ ວຽກງານ ແລະ ຄວາມບໍ່ດີໃຈກັບນາຍຈ້າງ
9. Person you are interviewing offers to help you find a job.
   ຜູ້ສຳພາດ ອາສາ ຊ່ວຍ ຫາງານໃຫ້

REPORTING ON PERSONAL INTERVIEWS WITH WORKERS

UNIT III/LESSON 11

OBJECTIVES:

1. Students will report to the class about their personal interviews and will analyze the occupation for its suitability to their personal interests, abilities, and values.
2. Students will state solutions to problems that could occur during interviews.

INSTRUCTOR PREPARATION: Review notes on potential problems that can occur in interviews.

STUDENT PREPARATION: Students will prepare a three-minute talk describing their interviews.

PROCEDURE: Presentation of students' oral reports on their interviews with workers; discussion of problems encountered on interviews.

MATERIALS: None.

GUIDELINES:	**NOTES:**
In-Class Activities	
1. Have students present their oral reports of their personal interviews with workers in various occupations.	Ask volunteers to begin; positively reinforce all efforts.
2. Ask students to describe some of the problems that occurred during their interviews and how they handled the problems. Discuss alternate solutions where appropriate.	

GUIDELINES (Cont.):

NOTES:

Outside Activity:

Ask students to review their notes up to now. No other homework!

REFERENCES AND SUPPLEMENTARY MATERIALS:

OBJECTIVES:

1. Students will list 3 reasons why an individual might change occupations.
2. Students will describe the experiences of one individual who has changed occupations and will draw a chart plotting his or her own career path.

INSTRUCTOR PREPARATION:

1. Prepare a mini-lecture on career change (See III-12-IHa).
2. Prepare sufficient copies of A Case Study of a Career Changer (III-12-SHa) and My Career Path (III-12-SHb).

PROCEDURE:

Mini-lecture followed by large-group discussion; case study; individual work on diagrams.

MATERIALS:

1. The Reality of Career Change and Some Examples (III-12-IHa)
2. Case Study of a Career Changer (III-12-SHa)
3. My Career Path (III-12-SHb)

GUIDELINES:	**NOTES:**
In-Class Activities	
1. Present the key ideas in The Reality of Career Change and Some Examples (III-12-IHa). Discuss external and internal (environmental and personal) reasons for career change.	Get students to explain why people did or did not make mid-career changes in their countries.

GUIDELINES (Cont.):

NOTES:

2. Have students list some of the problems and opportunities brought about by career change.

3. Distribute and have students read A Case Study of A Career Changer (III-12-SHa). Discuss the changes made by Duc.

4. As a group, trace Duc's career path on the diagram.

5. Have students name some *actions* that must be taken and *skills* that must be acquired when making a change within one's career.

6. Have students diagram their own career paths (or if a student has never worked, the career path of a friend) using My Career Path (III-12-SHb) as a guide.

Students should include the steps followed, and their jobs and training. They should write a phrase on why they made each change and the negative and positive outcomes of the changes.

Outside Activity:

Ask students to complete the diagram of their career path (or the path of someone else). They should turn in the diagrams to you at the next class session.

REFERENCES AND SUPPLEMENTARY MATERIALS:

California Employment Development Department. *Finding A New Job With Skills You Already Have*. Sacramento, CA.

Flexman, N. Entrepreneurship for Career Changers. *Journal of Career Education*, December 1981.

Katz, P. H. et al., *Career Counseling Materials & Techniques For Use With Vietnamese*. San Jose City College, San Jose: 1981.

Trabandt, J. S., et al. *Emphasis: Work*. Salt Lake City: Olympus Publishing Company, 1977.

THE REALITY OF CAREER CHANGE AND SOME EXAMPLES

A. THE REALITY OF CAREER CHANGE*

Adulthood is considered a period of stability. Growth, change, and preparation occur primarily during childhood and adolescence, while adulthood is supposedly a static time in which people perform established roles in family, work, and community. Of course, we expect that adults will eventually change their lifestyles and roles as they begin to reach old age.

In truth, however, adulthood is a mix of stability and change. Certain events in your adult life occur regularly and predictably. Once you have learned how to handle these events, you can continue to do so on a routine basis. There are other events in your adult life that are unexpected. These are the ones that require you to change and adjust.

One kind of change that may occur in your adult life in the United States is job or occupational change. This may occur because of factors in your environment, such as:

- o layoffs due to business failure or changes in customer demand
- o family responsibilities that require changes in work salary, hours, or location
- o relocation to a new geographical area that has different jobs or job requirements

Career change may also occur because of certain factors in the individual, such as:

- o desire for more independence
- o desire for more challenging work
- o need for less stressful working conditions

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*Adapted from Nancy Flexman, Entrepreneurship for Career Changers.

THE REALITY OF CAREER CHANGE (Cont.)

You can view career change as a problem, an opportunity, or both. Being fired from a job would probably be considered a problem by most people; however, it can also be an opportunity to leave a job in which you are unhappy and develop new occupational interests and abilities. Going to work outside of the home after raising children for many years is another opportunity to develop job skills and 'life skills' such as setting goals, making decisions, communicating effectively with others, handling finances and paperwork. Needing to leave an occupation you praticed in your home country because there are no openings her or because you lack the training or licenses required in the U.S. can be difficult. At the same time, it can also give you the opportunity to set an example to your family and friends of the right way to 'start life again.'

B. EXAMPLES OF CAREER CHANGE:*

Every month, thousands of people in California change jobs, for almost as many reasons. Here are some samples from a recent month:

WHO WAS AFFECTED:	WHY THEY CHANGED JOBS:
o 130 dairy company employees in Orange County	o Company went out of business
o 100 employees in a Nevada County saw mill	o Plant closed for 'economic reasons'
o 6 English teachers in Yolo County	o School attendance went down
o 1,355 auto workers in Los Angeles County	o Plant closed, no explanation given
oCompany president in San Francisco	o Board of Directors decided it was time for a policy change
o 521 people making bias-ply tires in Los Angeles County	o Product no longer in demand

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*Taken from California Employment Development Department, Finding A New Job With Skills You Already Have

THE REALITY OF CAREER CHANGE (Cont.)

As you can see, it doesn't much matter who you are or what you do. You may have to change jobs or occupations--even when you've reached the top of your profession or worked many years with the same company. In fact, you can expect to have to change occupations three times during your working lifetime.

A CASE STUDY OF A CAREER CHANGER: DUC N.*

សិក្សាស្ដីពីការផ្លាស់ប្ដូរអាជីព : ឌុក

Duc N. is a 45-year old intellectual. He was a former lawyer and political leader. He came to the United States in 1974 with his wife and three children. They moved to a different city in 1976 to be near his brother. Duc found a job in a sawmill the only work he could find, where he was employed as a sawing helper. He was exhausted after three weeks of work due to the hard labor and the sawdust in the factory, but he tried to make a living for his family. Within a month, he was laid off because of his low production.

ឌុកណា ជាបញ្ញវន្តម្នាក់ ហើយមានអាយុ ៤៥ ឆ្នាំ ។ គាត់ធ្លាប់ធ្វើជាមេធាវី និងជាមេដឹកនាំនយោបាយផង ។ គាត់បានមកដល់ សហរដ្ឋអាមេរិកក្នុងឆ្នាំ ១៩៧៤ ជាមួយប្រពន្ធរបស់គាត់ និងកូនបីនាក់ ។ គ្រួសារនេះបានផ្លាស់ទៅនៅទីក្រុងមួយទៀតក្នុងឆ្នាំ ១៩៧៦ ដើម្បីបាននៅជិតបងប្អូនរបស់គាត់ ។ ឌុកបានរកការធ្វើបាននៅក្នុងរោងចក្រអារឈើមួយ ក្នុងនាទីជាអ្នកជំនួយជាងអារឈើ នេះជាការងារតែមួយគត់ដែលគាត់រកបាន ។ បន្ទាប់ពីធ្វើការនេះមកបាន ៣ អាទិត្យ ឌុកក៏ហត់នឿយខ្លាំង ព្រោះតែធ្វើការធ្ងន់ពេក ហើយនិងម្សៅឈើនៅក្នុងរោងចក្រ ទោះបីជាគាត់ត្រូវខំដើម្បីរកប្រាក់ចិញ្ចឹមគ្រួសារ ។ ក្នុងរយៈមួយខែ រោងចក្របានឈប់គាត់លែងឲ្យធ្វើការ ព្រោះតែគាត់ធ្វើការបានផលតិចតួច ។

Duc became totally dependent on welfare, which bothered him greatly. Finally, Duc was able to enroll in an electronics technician training program. After his graduation, he got a technician job. His wife was

ឌុកត្រូវពឹងពាក់ទាំងស្រុងលើជំនួយសង្គមកិច្ច ដែលការនេះធ្វើឲ្យគាត់ពិបាកចិត្តណាស់ ។ នៅទីបំផុត ឌុកបានចុះឈ្មោះចូលរៀនក្នុងកម្មវិធីហ្វឹកហ្វឺនអ្នកបច្ចេកទេសអេឡិចត្រូនិក ។ ក្រោយពីបានរៀនចប់មក គាត់ក៏បានធ្វើការជាអ្នកបច្ចេកទេស ។ ប្រពន្ធគាត់ធ្វើការនៅក្នុងរោងចក្រ [illegible] ក៏ទទួលរៀនភាសាអង់គ្លេសក្នុងរយៈពេល [illegible] ។

DUC N. (Cont.)

ឌុក (ត)

employed as an electronics assembler at the same company in the evening, and she went to school during the day to become a technician. They were finally doing all right financially, but Duc did not feel happy. There were times when he fell asleep at work. He did not want his wife to work because their children were still young, but it was the only way to earn enogh money for their needs and to help their relatives back in Vietnam.

[illegible]

Duc went to see a community college counselor who was also a friend of his. During the meeting, there was immediate rapport and trust between them. He told the counselor about his frustration with his job. The counselor helped him explore several occupations. They went over a career decision-making process and developed a tentative action plan. Duc decided to study real estate, which is what his wife also wanted to do. They went to school part-time while they were working. They both passed the exam and got their licenses.

[illegible]

DUC N. (Cont.)

ឌុក (ត)

Duc decided he wanted to go further, to become a broker. He borrowed money to rent and fix up an office while he prepared to take the broker exam. He was very confident and passed the exam after three months of preparation, just two days before the opening of his real estate office. He now works as a broker and notary public and does income tax. Duc is fairly happy with his job because he can use some of the abilities he used in Vietnam (such as working with numbers and persuading and leading people). He also is making an income that gives him a comfortable standard of living.

ឌុកបានសម្រេចចិត្តថាខ្លួនចង់ទៅមុខ
ទៀត គឺចង់បានធ្វើជាអ្នកជើង
សារដីធ្លី។ គាត់បានខ្ចីលុយគេដើម្បីជួល
និងរៀបចំការិយាល័យមួយ នៅពេល
គេកំពុងត្រៀមប្រឡងយកអាជ្ញាប័ណ្ណជើង
សារដីធ្លី។ ដល់ទីបីខែក្រោយមក គាត់
ក៏បានប្រឡងជាប់ ហើយគាត់បានបើក
ការិយាល័យមួយ
ឥឡូវនេះ គាត់បាន
ធ្វើការជាអ្នកជើងសារដីធ្លី និង
សារការី និងធ្វើបញ្ជីការពន្ធ
ចំណូល។ ឌុកសប្បាយចិត្តណាស់ ព្រោះ
គាត់បានប្រើសមត្ថភាពដែលគេធ្លាប់ប្រើ
អតីតកាលនៅស្រុកវៀតណាម (ដូចជាធ្វើ
ការនឹងលេខគណិត, និងជាអ្នកដឹក
នាំគេ) ក្រៅពីនេះ គាត់រកលុយបានច្រើន
ល្មមនឹងធ្វើអោយគាត់រស់នៅ
ស្រួលបាន។ ការរស់នៅប្រចាំថ្ងៃ។

See Duc's career path on the following page.

ចូរមើលផ្លូវការងាររបស់ឌុក
នៅទំព័រខាងក្រោយ។

A CASE STUDY OF A CAREER CHANGER: DUC N.*
MỘT TRƯỜNG HỢP BIẾN HINH VỀ THAY ĐỔI NGHỀ NGHIỆP : DUC N. *

Duc N. is a 45-year old intellectual. He was a former lawyer and political leader. He came to the United States in 1974 with his wife and three children. They moved to a different city in 1976 to be near his brother. Duc found a job in a sawmill the only work he could find, where he was employed as a sawing helper. He was exhausted after three weeks of work due to the hard labor and the sawdust in the factory, but he tried to make a living for his family. Within a month, he was laid off because of his low production.

DUC N. là một nhà trí thức 45 tuổi. Ông ta nguyên là luật sư và là nhà lãnh đạo chính trị. Ông ta đến Hoa Kỳ vào năm 1974 với vợ và ba con. Họ dời đến một thành phố khác để được gần người anh trong năm 1976. Đức tìm được một công việc trong xưởng cưa. Đó là công việc duy nhất mà ông ta có thể tìm ra. Ông ta được thuê làm phụ thợ cưa. Ông ta mệt nhoài sau ba tuần làm việc vì công việc nặng và bụi cưa của xưởng máy nhưng ông ta cố gắng kiếm sống cho gia đình. Trong vòng một tháng, ông ta bị cho nghỉ việc vì làm việc kém hiệu quả.

Duc became totally dependent on welfare, which bothered him greatly. Finally, Duc was able to enroll in an electronics technician training program. After his graduation, he got a technician job. His wife was employed as an electronics assembler at the same company in the evening, and she went to school during the day to become a technician. They were finally doing all right financially, but Duc did not feel happy. There were times when he fell asleep at work. He did not

Đức trở nên hoàn toàn sống nhờ vào trợ cấp xã hội, điều này làm ông ta rất buồn. Cuối cùng ông ta theo học một khóa huấn luyện cán sự điện tử. Sau khi mãn khóa, ông ta tìm được việc cán sự. Vợ ông ta được thuê làm thợ ráp nối trong cùng công ty vào buổi chiều và đi học lớp ban ngày để trở thành cán sự. Họ có sự ổn cố về tài chánh nhưng Đức không cảm thấy hài lòng. Có lần ông ta ngủ gục trong khi làm việc. Ông ta

DUC N. (Cont.)

DUC N. (t.t.)

want his wife to work because their children were still young, but it was the only way to earn enough money for their needs and to help their relatives back in Vietnam.

không muốn vợ đi làm vì con họ còn nhỏ nhưng đấy là phương cách duy nhất để kiếm đủ tiền sinh sống và giúp đỡ thân nhân họ còn ở Việt Nam.

Duc went to see a community college counselor who was also a friend of his. During the meeting, there was immediate rapport and trust between them. He told the counselor about his frustration with his job. The counselor helped him explore several occupations. They went over a career decision-making process and developed a tentative action plan. Duc decided to study real estate, which is what his wife also wanted to do. They went to school part-time while they were working. They both passed the exam and got their licenses.

Đức đến gặp một cố vấn tại đại học cộng đồng và cũng là bạn ông ta. Trong cuộc gặp gỡ, cơ sự tướng đồng và tin cẩn giữa hai người. Đức nói với người cố vấn về sự chán nản của ông ta đối với công việc. Người cố vấn giúp ông ta tìm hiểu về nhiều công việc. Họ trải qua một diễn trình quyết định về nghề nghiệp và khai triển một chương trình làm việc. Đức quyết định học về địa ốc, đó cũng là ngành mà vợ ông ta muốn làm. Họ đi học bán thời gian trong khi làm việc. Họ cùng đỗ kỳ thi và có được giấy phép hành nghề.

Duc decided he wanted to go further, to become a broker. He borrowed money to rent and fix up an office while he prepared to take the broker exam. He was very confident and passed the exam after three months of preparation, just two days before the opening of his real estate

Đức muốn đi xa hơn để thành một đại diện địa ốc. Ông ta mượn tiền để thuê và lập nên văn phòng trong khi dọn thi đại diện địa ốc. Ông ta rất tự tin và thi đỗ sau ba thang chuẩn bị, chỉ hai ngày trước ngày khai trươngvăn phòng

DUC N. (Cont.)
DUC N. (t.t.)

office. He now works as a broker and notary public and does income tax. Duc is fairly happy with his job because he can use some of the abilities he used in Vietnam (such as working with numbers and persuading and leading people). He also is making an income that gives him a comfortable standard of living.	đia ốc. Ông ta hiện làm đai diến địa ốc và chưởng khế và nhận làm giấy khai thuế. Đức tạm bằng lòng với công viếc vì ống ta có thể xử dụng một số khả năng mà ống ta đã dùng tại Việt Nam (như là làm viếc với con số, thuyết phục và dẫn dắt người khác). Ông ta cũng kiếm ra một lợi tức khả dỉ mang lại cho ống ta một mục sống thoải mái.
See Duc's career path on the following page.	Hãy xem nghiệp trình của ông Đức ở trang sau.

UNIT III/LESSON 12
III-12-SHa
LAOTIAN

A CASE STUDY OF A CAREER CHANGER: DUC N.*
ຕົວຢ່າງການ ປ່ຽນ ແປງອາຊີບ : ດຸກ ນ.

Duc N. is a 45-year old intellectual. He was a former lawyer and political leader. He came to the United States in 1974 with his wife and three children. They moved to a different city in 1976 to be near his brother. Duc found a job in a sawmill the only work he could find, where he was employed as a sawing helper. He was exhausted after three weeks of work due to the hard labor and the sawdust in the factory, but he tried to make a living for his family. Within a month, he was laid off because of his low production.

ນາຍດຸກ ນ. ເປັນຄົນມີຄວາມຮູ້ສູງຜູ້ນຶ່ງ ແລະມີອາຍຸປະມານ 45 ປີ. ລາວເຄີຍເປັນຜູ້ນຳຄົນສຳຄັນຜູ້ນຶ່ງດ້ານການເມືອງ. ໃນ 1974 ລາວເອງ ພ້ອມດ້ວຍເມຍ ແລະລູກສາມຄົນໄດ້ຮັບພະຍົບເຂົ້າມາຢູ່ ສະຫາຣັດ ອະເມຣິກາ. ແຕ່ໃນປີ 1976 ໄດ້ຍົກຍ້າຍໄປຢູ່ເມືອງ ອື່ນເພື່ອໃຫ້ໃກ້ຊິດກັບອ້າຍລາວ. ພໍຮັບຫາງານອື່ນທຳບໍ່ໄດ້ ລາວເລີຍຕັດສິນໃຈເຂົ້າເຮັດງານ ໃນໂຮງເລື່ອຍໄມ້ ເປັນຜູ້ຊ່ວຍ ນັກຕັດໄມ້. ຂີ້ເລື່ອຍ ຂີ້ຝຸ່ນ ແລະ ວຽກໜັກ ເຮັດໃຫ້ລາວ ອິດເໝື່ອຍ ຫຼາຍ ແຕ່ກໍ່ພະຍາຍາມ ເຮັດໄປ ເພື່ອ ຫາລາຍໄດ້ມາລ້ຽງ ຄອບຄົວ. ພາຍໃນ ເດືອນດຽວເທົ່ານັ້ນ ນາຍຈ້າງກໍ ບອກໃຫ້ລາວ ອອກການ ເພາະ ເຫັນວ່າ ລາວ ຊ້າ ຫຼາຍ.

Duc became totally dependent on welfare, which bothered him greatly. Finally, Duc was able to enroll in an electronics technician training program. After his graduation, he got a technician job. His wife was employed as an electronics assembler at the same company in the evening, and she went to school during the day to become a technician. They were finally doing all right financially, but Duc did not feel happy. There were times when he fell asleep at work. He did not

ນາຍດຸກເລີຍຈຳເປັນຕ້ອງອາໄສ ເງິນປະຊາສົງເຄາະ ແລະເກີດມີຄວາມບໍ່ສະບາຍໃຈຂຶ້ນ. ຕໍ່ມາ ລາວໄດ້ເຂົ້າ ຮຽນ ເປັນນາຍຊ່າງເອເລັກໂທຣນິກ. ເມື່ອຮຽນຈົບຫຼັກສູດແລ້ວ ລາວກໍ່ໄດ້ເຮັດການເປັນນາຍຊ່າງໂລດ. ເມຍຂອງລາວ ກໍ່ໄດ້ເຮັດງານເປັນນັກປະກອບ ເຄື່ອງ ໃນໂຮງງານດຽວກັນ, ລາວເຮັດການກາງຄືນ ແລະ ໃຊ້ເວລາກາງເວັນໄປຮຽນ ເອົາວິຊາຊ່າງເໝືອນຜົວ. ໃນທີ່ສຸດ ຂະເຈົ້າກໍ່ມີການ ດ້ານເສດຖະກິດດີຂຶ້ນ ແຕ່ນາຍດຸກກໍ່ຍັງ ບໍ່ສະບາຍໃຈຢູ່. ບາງເທື່ອກໍ່ຂາດຄວາມສົນໃຈ ໃນງານ ຈົນເຫງົານອນ.

DUC N. (Cont.)

ດຸກ ນ.

want his wife to work because their children were still young, but it was the only way to earn enough money for their needs and to help their relatives back in Vietnam.

ຕາມທັມດາລາວ ບໍ່ຢາກໃຫ້ເມັຽລາວທຳງານ ເພາະຈະຕ້ອງລ້ຽງລູກທີ່ຍັງນ້ອຍຢູ່ ແຕ່ວ່າມີຄວາມຈຳເປັນຕ້ອງເຮັດ ເພື່ອຈະໄດ້ເງິນ ມາຊູດູບ້ານ ຄອບຄົວທີ່ນີ້ ແລະ ຈະໄດ້ ຝາກ ເມືອງ ຊ່ວຍ ພີ່ນ້ອງ.

Duc went to see a community college counselor who was also a friend of his. During the meeting, there was immediate rapport and trust between them. He told the counselor about his frustration with his job. The counselor helped him explore several occupations. They went over a career decision-making process and developed a tentative action plan. Duc decided to study real estate, which is what his wife also wanted to do. They went to school part-time while they were working. They both passed the exam and got their licenses.

ນາຍດຸກໄດ້ໄປຫາທີ່ປຶກສາຜູ້ນຶ່ງ ທີ່ຊະນຸມະຫາວິທະຍາໄລທີ່ເຄີຍເປັນເພື່ອນກັນມາ ແຕ່ກ່ອນ. ລົມກັນ ພຽງ ບຶດດຽວກໍ (ເຂົ້າ) ໃຈ ກັນດີ. ທີ່ປຶກສາກໍເລີ່ມໃຫ້ຄວາມ ຄິດ ຊອກ ຫາ ອາຊີບການໃໝ່ທີ່ເໝາະສົມ ແລະ ຊ່ວຍໃຫ້ນາຍດຸກ ຫຼີກເວັ້ນ ຄວາມ ໃຄ່ຮົມຫຼັງໃຈເໝືອນແຕ່ກ່ອນ. ທັງສອງ ພາກັນສຶກສາ ແລະ ວາງແຜນ ເປັນ ຂັ້ນໆໄປ. ນາຍດຸກຕັດສິນໃຈຮຽນ ວິຊາສ່ວນຊື້ ຫຼື ຂາຍ ເຄຫາສະຖານ. ວິຊານີ້ ເມັຽລາວ ກໍຢາກຮຽນເໝືອນກັນ. ເຂົາເຈົ້າ ພາກັນໄປຮຽນໃນເວລາຫວ່າງ ແລະ ກໍໄດ້ ຈົບຫຼັກສູດ ພ້ອມທັງ ການສອບເສັງ. ທັງສອງ ກໍໄດ້ ຮັບ ອະນຸຍາດ ທຳກິດຈະການ

Duc decided he wanted to go further, to become a broker. He borrowed money to rent and fix up an office while he prepared to take the broker exam. He was very confident and passed the exam after three months of preparation, just two days before the opening of his real estate

ນາຍດຸກໃຝ່ຝັນ ສູງຂຶ້ນໄປອີກ ຢາກ ເປັນຜູ້ກຳກັບ, ເລື່ອງ ເຄຫາສະຖານ ນັ້ນເອງ ແທນທີ່ຈະເປັນ ຄົນງານຜູ້ນຶ່ງ ໃນບໍລິສັດ. ຍອມແມ່ນ ໃຈທີ່ສຸດວ່າ ລາວຕ້ອງ ຮຽນໄດ້ ແລະ ຜ່ານການ ສອບເສັງໄດ້ ລາວ ເລີຍໄປ ຫາ ຢືມເງິນ ມາເຊົ່າ ຫ້ອງການ ແລະ ຕົບແຕ່ງ ໃຫ້ ເໝາະສົມ. ລາວ ຮຽນຈົບພ້ອມ ໃນ 3 ເດືອນ ເທົ່ານັ້ນ ແລະ ຜ່ານ ການ ສອບເສັງໄດ້ ພໍດີ ກັບ ວັນເປີດ ຫ້ອງການ ຂອງລາວ

DUC N. (Cont.)
ດຸກ ນ. (ຕໍ່)

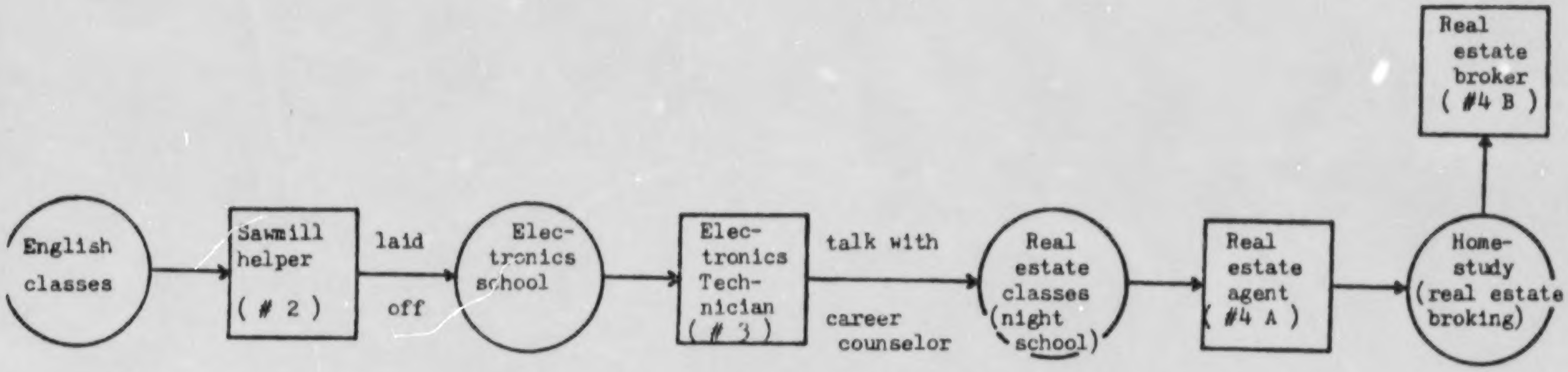
office. He now works as a broker and notary public and does income tax. Duc is fairly happy with his job because he can use some of the abilities he used in Vietnam (such as working with numbers and persuading and leading people). He also is making an income that gives him a comfortable standard of living.

ເວລານີ້ ລາວມີຫ້ອງການຂອງລາວເອງ. ລາວເປັນຜູ້ກ່ຽວກັບເຣື່ອງການ ຊື້ຂາຍ ເຊົ່າ ເຄຫາ ເອງພ້ອມນີ້ ຍັງເປັນຜູ້ ຈົດທະບຽນ ແລະ ເຮັດ'ອິນຄຳແທກສ໌" ອີກດ້ວຍ. ງານນີ້ ລາວດີໃຈຫຼາຍ ເພາະສາມາດ ໃຊ້ຄວາມຮູ້ ຄວາມ ສລາດໃນການໃຊ້ເລກ ແລະ ໃຈທະວີທະ ພາກັບ ລູກຄ້າ ແລະ ຄົນທົ່ວໄປຄັ້ງທີ່ ໄດ້ເຄີຍທຳ ກ່ອນ ແລ້ວທີ່ ປະເທດວຽດນາມ. ເພີ້ມເຕີມນີ້ອີກ ລາວມີລາຍໄດ້ດີ ແລະຖານະດີ ຂຶ້ນອີກ.

See Duc's career path on the following page.

ຕິດຕາມ ການກ້າວໜ້າ ຂອງ ນາຍດຸກຕໍ່ໄປທີ່ ໜ້າຕໍ່ໄປ

III-12-SHa



English classes → Sawmill helper (# 2) → laid off → Electronics school → Electronics Technician (# 3) → talk with career counselor → Real estate classes (night school) → Real estate agent (#4 A) → Home-study (real estate broking) → Real estate broker (#4 B)

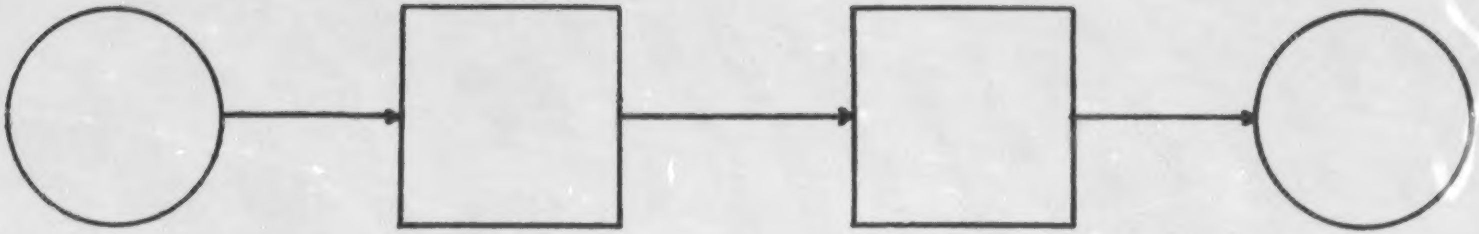
DUC'S CAREER PATH

○ = school or training

□ = job

→ = change

MY CAREER PATH



Reason for change:

Reason for change:

Reason for change:

Positive and negative results of change:

Positive and negative results of change:

Positive and negative results of change:

○ = School or Training

□ = Paid or unpaid job

→ = change

UNIT IV

OVERVIEW OF CAREER DECISION-MAKING

Lesson 1	Overview of unit; introduction of vocabulary words; presentation of factors that influence career decisions.
Lesson 2	Employment trends; case studies illustrating how trends affect jobs; research on trends related to students' occupational interests.
Lesson 3	Identification of factors from Indochinese culture that influence career decisions.
Lesson 4	A second look at lifestyles; identification of advantages and disadvantages of several occupations in terms of lifestyle.
Lesson 5	Identification of stereotyped attitudes toward men's and women's careers.
Lesson 6	Identification of non-traditional occupations for men and women.
Lesson 7	Introduction of formal decision-making process; application of decision-making techniques to personal problems.
Lesson 8	Introduction of career decision-making model; case studies; application of model to students' career decisions.
Lesson 9	Long- and short-term goals; obstacles that might prevent goal attainment; strategies to overcome obstacles.
Lesson 10	Selection of two occupations; in-depth research on these two occupations.

CAREER DECISION MAKING: AN OVERVIEW UNIT IV/LESSON 1

OBJECTIVES:

1. Students will define and use in a sentence 15 words related to career decision making.
2. Students will list numerous factors that influence career decisions.

INSTRUCTOR PREPARATION:

1. Duplicate sufficient copies of Decision Making Vocabulary (IV-1-SHa), Decision-Making Questions (IV-1-SHb), and Decision-Making Vocabulary Check (IV-1-SHc).
2. Prepare Transparency 1, "Decisions," and Transparency 2, "Influences on Decisions."

PROCEDURE:

Mini-lecture and large-group discussion followed by individual completion of worksheets.

MATERIALS:

1. Decision-Making Vocabulary (IV-1-SHa)
2. Decision-Making Questions (IV-1-SHb)
3. Decision-Making Vocabulary Check (IV-1-SHc)
4. Transparency 1: Decision Making (IV-1-IHa)
5. Transparency 2: Influences on Decisions (IV-1-IHb)

GUIDELINES: **Notes:**

In-Class Activities

1. Discuss "Decisions" (transparency 1) and "Influences on Decisions" (transparency 2).

GUIDELINES: (Cont.) **NOTES:**

2. Distribute Decision-Making Vocabulary (IV-1-SHa). Read over in class, highlighting vocabulary underlined.

Suggested Discussion Questions:

a. What is Diem's major obstacle?

b. Why can't Diem be a fisherman in Wyoming?

c. What non-traditional job does Diem now hold?

d. When people think that only males or females may hold a certain job, what is it called?

e. In your culture, who or what influences career decisions?

f. What are some of the factors that influence a career decision?

g. Why are career decisions important?

3. Ask students to complete the form, Decision-Making Questions (IV-1-SHb).

Outside Activities:

1. As a self-check, ask students to write (from memory) each of the vocabulary words on the form, Decision-Making Vocabulary Check (IV-1-SHc).

2. Ask students to finish Decision-Making Questions, if they didn't do so in class.

GUIDELINES: (Cont.) **NOTES:**

3. (Optional) Interview a friend and ask the same decision-making questions.

REFERENCES AND SUPPLEMENTARY MATERIALS:

Gelatt, H. B., Varenhorst, B., Cary, Richard, and Miller, Gordon P. Decisions and Outcomes. New York: College Entrance Examination Board, 1973.

Kaseberg, K. Equal To Promote The Participation Of Women In Mathematics, Berkeley, CA: Lawrence Hall of Science, University of California.

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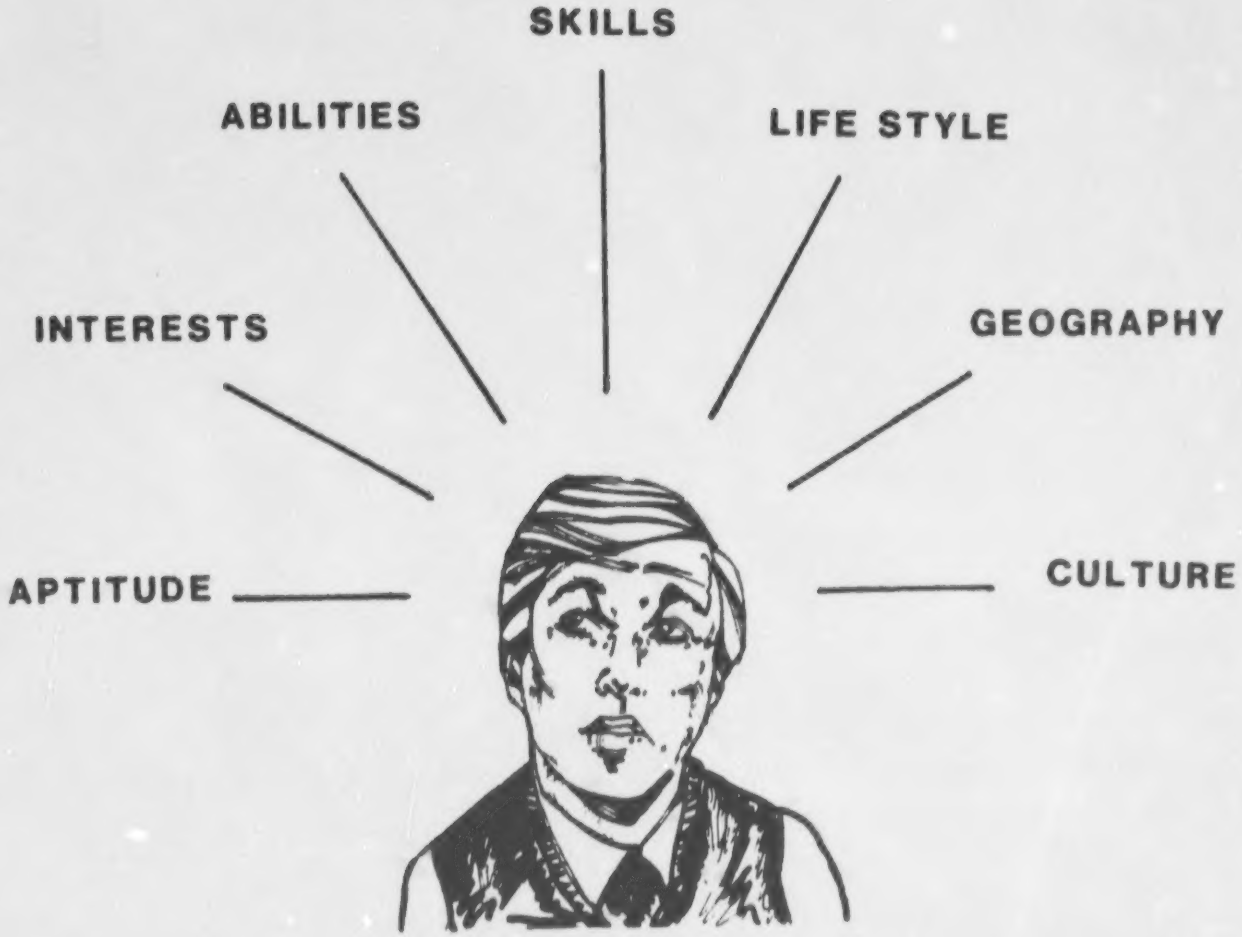
Decision-The act of choosing, selecting, deciding based upon his or her judgement.

Decision-Making-The process of selecting from two or more possible choices.

INFLUENCES ON DECISIONS


SKILLS
ABILITIES
LIFE STYLE
INTERESTS
GEOGRAPHY
APTITUDE
CULTURE

DECISION-MAKING VOCABULARY

វាក្យសព្ទស្ដីអំពីការធ្វើសេចក្ដីសម្រេចចិត្ត

Diem N. arrived from Vietnam just one year ago and was resettled in Wyoming. In Saigon, Diem had been a fisherman, like his father and grandfather. He recently enrolled at a community college to learn English. In order to earn money, he is a part-time house cleaner. He has not yet made a decision about a career in the United States.

ទៀម ណេ បានមកពីប្រទេសវៀតណាម បានមួយឆ្នាំ ហើយមកតាំងទីលំនៅក្នុងរដ្ឋវ៉ៃយ៉ូមិង ។ កាលនៅសៃហ្គន ទៀមប្រកបការងារជាអ្នកនេសាទត្រី ដូចឪពុក និងជីតារបស់គេ ។ ទៀមបានចុះឈ្មោះរៀននៅក្នុងវិទ្យាល័យសហគមមួយដើម្បីរៀនភាសាអង់គ្លេស ។ ទៀមបានធ្វើការនៅពីផ្ទះមិនពេញម៉ោងដើម្បីរកប្រាក់កាសរ្ថ ។ គាត់មិនទាន់ទៀមបានធ្វើនៅប្រទេសអាមេរិក គេមិនដាច់ស្រេចសម្រេចចិត្តថា តើគេត្រូវប្រកបការងារអ្វីនាពេលខាងក្រោយទៀត ។

The decision-making process in developing his tentative career plan is important for Diem. He knows that he had a certain lifestyle in Vietnam and certain economic benefits. Being a fisherman in Vietnam was a fine job. The fact that his father and grandfather were fishermen were influences from his culture. However, being a fisherman in Wyoming is not a possible alternative because of the geographic location.

ការធ្វើសេចក្ដីសម្រេចចិត្ត ដើម្បីពង្រីកគំរោងការងារសាកល្បងរបស់គាត់នោះ គឺជាកិច្ចមួយសំខាន់ណាស់សម្រាប់ទៀម ។ ទៀមបានដឹងថា ជីវភាពរបស់គេកាលនៅវៀតណាមនោះមានការទៀងទាត់ណាស់ ហើយបញ្ហាសេដ្ឋកិច្ចនោះក៏ល្អគួរសម ។ ការប្រកបការងារជាអ្នកនេសាទត្រីនៅវៀតណាមជាការល្អប្រសើរណាស់ ។ ការដែលឪពុក និងជីតារបស់គេសុទ្ធតែជាអ្នកនេសាទត្រីគ្រប់ជំនាន់ ទៀមនេះធ្វើតាម ទៀមបានទទួលឥទ្ធិពលនៃវប្បធម៌ពីឪពុក និងជីតាគេមក ។ ទោះបីយ៉ាងណាក៏ដោយ អ្នកនេសាទត្រីនៅរដ្ឋវ៉ៃយ៉ូមិង គ្មានជំរើសសំរាប់ទៀមទេ ព្រោះមកពីស្ថានភាពភូមិសាស្ត្រ ។

DECISION-MAKING VOCABULARY (Cont.)
វាក្យសព្ទស្តីអំពីការធ្វើសេចក្តីសម្រេចចិត្ត (ត)

The main obstacle that Diem faces at this time is his lack of English. In the meantime, Diem is working in the non-traditional job of house cleaner that is usually stereotyped for females.

ឧបសគ្គដ៏សំខាន់ដែលឌៀមកំពុងជួបប្រទះនៅពេលនេះ គឺខ្វះការចេះភាសាអង់គ្លេស ។ ក្នុងរយៈពេលនេះ ឌៀមធ្វើការជាអ្នកដែលម្ចាស់សំអាតផ្ទះ ដែលការនេះមិនមែនជាគតិប្រពៃណីមកសម្រាប់ប្រុសទេ ហើយការនេះត្រូវគេចាត់ជាការសម្រាប់ស្ត្រីវិញ ។

Diem will have to identify what career choices he has, based upon several factors such as: interests, abilities, values, lifestyle, employment trends and outlooks, geography, family expectations, and culture.

ឌៀមត្រូវស្គាល់ថា តើគាត់មានមុខរបរអ្វីដែលគាត់អាចជ្រើសរើសយក ហើយគាត់ពឹងលើកត្តាជាច្រើនដូចជា : ការចាប់អារម្មណ៍, សមត្ថភាព, តំលៃ, របៀបរស់នៅ, និន្នាការការងារ និងទស្សនវិស័យ, ភូមិសាស្ត្រ, សេចក្តីសង្ឃឹមនៃគ្រួសារ និងវប្បធម៌ ។

DECISION-MAKING VOCABULARY (Cont.)

វាក្យសព្ទទាក់ទិនការធ្វើសេចក្ដីសម្រេចចិត្ត (ត)

1.	action:	doing an activity, taking a step, moving ahead.
១.	សកម្ម:	ធ្វើសកម្មភាពអ្វីមួយ, បោះជំហានការងារណាមួយ, ឈានទៅមុខ
2.	alternatives:	two or more choices or possibilities.
២.	ជម្រើសផ្សេងៗ:	ការជ្រើសរើសពីរ ឬ ច្រើនលទ្ធភាពផ្សេងទៀត
3.	culture:	the ideas, customs, skills, arts, etc., of a group of people in a particular period of time.
៣.	វប្បធម៌:	គំនិត, ប្រពៃណី, ការប៉ិនប្រសប់, សិល្បៈ ។ល។ នៃក្រុមមនុស្សក្នុងសម័យណាមួយ ។
4.	decision:	choice or selection of one thing between two or more possibilities.
៤.	សេចក្ដីសម្រេចចិត្ត:	ការជ្រើសរើសវត្ថុមួយពីពីរ ឬ ច្រើនវត្ថុទៀត
5.	decision-making:	the process in which a person selects from two or more possible choices. A decision is not required unless there is more than one course of action to be taken.
៥.	ការធ្វើសេចក្ដីសម្រេចចិត្ត:	ដំណើរការដែលបុគ្គលម្នាក់ៗត្រូវជ្រើសរើសយកវត្ថុពីរ ឬ ច្រើនលទ្ធភាពផ្សេងទៀត បុគ្គលម្នាក់ៗមិនចាំបាច់ធ្វើការសម្រេចចិត្តទេ លើកលែងតែមានផ្លូវច្រើនសម្រាប់ជ្រើសរើសតែមួយប៉ុណ្ណោះ។
6.	economic:	having to do with money.
៦.	សេដ្ឋកិច្ច:	ដែលទាក់ទងទៅនឹងការរកស៊ីលុយកាក់
7.	employment trends or outlooks:	patterns or directions in the number and types of jobs that are available.
៧.	និន្នាការការងារ ឬ ទស្សនវិស័យ:	និន្នាការ ឬ ទិសដៅនៃចំនួន និង ប្រភេទការងារ ដែលអាចរកបាន

DECISION-MAKING VOCABULARY (Cont.) ៦.វាក្យសព្ទសំរាប់ការធ្វើសេចក្ដីសម្រេចចិត្ត (ត)

8. expectations: what is hoped for or desired.

៨. សេចក្ដីសង្ឃឹម: អ្វីៗដែលគេចង់ និង ប្រាថ្នា

9. factors: any of the circumstances or conditions that bring about a result.

៩. កត្តា: កាលៈទេសៈ និង លក្ខខណ្ឌដែលនាំមកនូវលទ្ធផល

10. geographic: having to do with a specific area or place.

១០. ភូមិសាស្ត្រ: អ្វីៗដែលទាក់ទងនឹងតំបន់ ឬ ទីកន្លែងណាមួយពិសេស

11. influences: the power of persons or things to act on others.

១១. ឥទ្ធិពល: អំណាចនៃបុគ្គលណាម្នាក់ ឬ អ្វីៗដែលប្រព្រឹត្តទៅលើអ្នកដទៃ

12. (to) identify: to connect, associate, or involve closely.

១២. ដឹង, ស្គាល់: ការទាក់ទង, សមាគម, ឬ ចូលរួមជាប់ជិត

13. non-traditional: not common or usual.

១៣. មិនមែនតាមទំនៀមទម្លាប់: មិនមែនជាការធម្មតា ឬ ប្រក្រតី

14. obstacle: anything that gets in the way of reaching a goal.

១៤. ឧបសគ្គ: អ្វីៗដែលរាំងខ្ទប់ទៅដល់គោលដៅ

15. stereotyped: holding a belief about all members of a group that does not allow for individual differences.

១៥. សន្មត់ទូទៅអំពីបុគ្គល: ការប្រកាន់ជំនឿនៃសមាជិកទាំងអស់ក្នុងក្រុមណាមួយ ដែលមិនអនុញ្ញាតឲ្យមានភាពខុសគ្នារវាងបុគ្គល ,

REVIEW WORDS រំលឹកពាក្យ

1. abilities

១. សមត្ថភាព

2. interests

២. ការចាប់អារម្មណ៍

3. lifestyle

៣. ជីវភាពរស់នៅ

DECISION-MAKING VOCABULARY (Cont.)

វាក្យសព្ទសម្រាប់ការធ្វើសេចក្ដីសម្រេចចិត្ត

REVIEW WORDS (Cont.) រំលឹកពាក្យ (ត)

4. long-term goals

៤. គោលបំណងក្នុងរយៈពេលឆ្ងាយ

5. short-term goals

៥. គោលបំណងក្នុងរយៈពេលខ្លី

6. tentative career plan

៦. គំរោងការសាកល្បងនៃការប្រកបអាជីព

7. values

៧. តម្លៃ [illegible]

DECISION-MAKING QUESTIONS

សំនួរស្តីអំពីការធ្វើសេចក្តីសម្រេចចិត្ត (ក)

1. Describe the decision you made about enrolling in this school:

១. ចូរពណ៌នាអំពីសេចក្តីសម្រេចចិត្តរបស់លោកអ្នកនាងក្នុងការចុះឈ្មោះ
ចូលរៀននៅសាលារៀននេះ៖ :

2. Who or what influenced your decision?

២. តើមានអ្នកណាឬអ្វីមានឥទ្ធិពលទៅលើសេចក្តីសម្រេចចិត្តរបស់លោកអ្នកនាង
ឬ [illegible]?

3. What alternatives did you have?

៣. តើលោកអ្នកនាងមានជំរើសណាផ្សេងទៀតទេ?

4. What decisions are you now facing?

៤ តើមានសេចក្តីសម្រេចចិត្តអ្វីខ្លះដែលលោកអ្នកនាងកំពុងជួបប្រទះទេ?

DECISION-MAKING VOCABULARY CHECK
ការពិនិត្យមើលពាក្យសព្ទស្តីអំពីការធ្វើសេចក្តីសម្រេចចិត្ត

1. decision

១. សេចក្តីសម្រេចចិត្ត

2. decision-making

២. ការធ្វើសេចក្តីសម្រេចចិត្ត

3. employment trends or outlooks

៣. និន្នាការការងារ ឬ ទស្សនវិស័យ

4. expectations

៤. សេចក្តីសង្ឃឹម

5. economic

៥. សេដ្ឋកិច្ច

6. influences

៦. ឥទ្ធិពល

7. culture

៧. វប្បធម៌

8. alternatives

៨. ជម្រើសដទៃណាមួយ

9. geographic

៩. ភូមិសាស្ត្រ

10. obstacle

១០. ឧបសគ្គ

11. non-traditional

១១. មិនមែនតាមទំនៀមពីបុរាណ

12. stereotype

១២. សន្មត់ទូទៅ ស្តីយ៉ាង

DECISION-MAKING VOCABULARY CHECK (Cont.)
ការពិនិត្យមើលវាក្យសព្ទស្ដីពីការធ្វើសេចក្ដីសម្រេចចិត្ត (ត)

13. (to) identify

១៣. ដឹង, សំគាល់

14. factors

១៤. កត្តា

15. action

១៥. អំពើ

DECISION-MAKING VOCABULARY
NGỮ VỰNG VỀ TẠO LẬP QUYẾT ĐỊNH

Diem N. arrived from Vietnam just one year ago and was resettled in Wyoming. In Saigon, Diem had been a fisherman, like his father and grandfather. He recently enrolled at a community college to learn English. In order to earn money, he is a part-time house cleaner. He has not yet made a decision about a career in the United States.

Diệm N. mới từ Việt Nam đến cách đây một năm và định cư tại Wyoming. Lúc còn ở Sài-gòn, Diệm làm nghề đánh cá, cũng như ông cha anh ta đã làm. Mới đây, Diệm ghi tên theo học tại một đại học cộng đồng về môn Anh ngữ. Anh ta làm thêm việc lau chùi nhà cửa bán thời gian để kiếm tiền. Anh ta chưa có quyết định gì về nghề nghiệp sẽ làm tại Hoa-kỳ.

The decision-making process in developing his tentative career plan is important for Diem. He knows that he had a certain lifestyle in Vietnam and certain economic benefits. Being a fisherman in Vietnam was a fine job. The fact that his father and grandfather were fishermen were influences from his culture. However, being a fisherman in Wyoming is not a possible alternative because of the geographic location.

Diễn tiến tạo lập quyết định trong việc khai triển chương trình nghề nghiệp là điều quan trọng đối với Diệm. Anh ta biết rằng mình đã có một lề lối sống và những quyền lợi về kinh tế nhất định khi còn ở Việt Nam. Đánh cá là một việc làm tốt tại Việt Nam. Sự kiện ông cha anh ta là ngư phủ đã có ảnh hưởng đến Diệm về phương diện văn hóa. Tuy nhiên, vì vị trí địa dư, việc trở thành ngư phủ ở Wyoming là giải pháp không thể thực hiện được.

DECISION-MAKING VOCABULARY (Cont.)
NGỮ VỰNG VỀ TẠO LẬP QUYẾT ĐỊNH (t.t.)

The main obstacle that Diem faces at this time is his lack of English. In the meantime, Diem is working in the non-traditional job of house cleaner that is usually stereotyped for females.	Chướng ngai chính của Diếm hiện nay là thiếu Anh ngữ. Trong thời gian này, Diệm đang làm công việc lau chùi nhà cửa, mốt công việc trái với truyền thống và thường được xem là công việc của đàn bà.
Diem will have to identify what career choices he has, based upon several factors such as: interests, abilities, values, lifestyle, employment trends and outlooks, geography, family expectations, and culture.	Diếm sẽ phải tìm xem anh ta có được những lựa chọn nghề nghiệp nào, dựa trên những yếu tố như : những mối quan tâm, khả năng, giá trị, lề lối sống, chiếu hướng nhân dụng, triển vọng, địa dư, những kỳ vọng của gia đình và văn hóa.

DECISION-MAKING VOCABULARY (Cont.)
NGỮ VỰNG VỀ TẠO LẬP QUYẾT ĐỊNH (t.t)

1.	action: hành động:	doing an activity, taking a step, moving ahead. lầm một hành động, đi một bước, tiến tới
2.	alternatives: giải pháp:	two or more choices or possibilities. hai hay nhiều chọn lựa hoặc điều khả dĩ
3.	culture: văn hoá:	the ideas, customs, skills, arts, etc., of a group of people in a particular period of time. tư tưởng, phong tục, kỹ năng, nghệ thuật v.v.. của một nhóm người trong một thời kỳ nào đó.
4.	decision: quyết định:	choice or selection of one thing between two or more possibilities. chọn lựa một trong hai hay nhiều điều khả dĩ.
5.	decision-making: tạo lập quyết định:	the process in which a person selects from two or more possible choices. A decision is not required unless there is more than one course of action to be taken. diễn trình trong đó con người chọn giữa hai hay nhiều sự lựa chọn khả dĩ. Quyết định chỉ cần thiết khi có hai hay nhiều đường lối hành động.
6.	economic: kinh tế:	having to do with money. liên quan đến tiền bạc.
7.	employment trends or outlooks: chiều hướng nhân dụng hay triển vọng:	patterns or directions in the number and types of jobs that are available. chiều hướng và mẫu mực trong số lượng và loại công việc được mở ra.

DECISION-MAKING VOCABULARY (Cont.)
NGỮ VỰNG VỀ TẠO LẬP QUYẾT ĐỊNH (t.t)

8.	expectations: Kỳ vọng:	what is hoped for or desired. Điều hy vọng và mong muốn.
9.	factors: Yếu tố:	any of the circumstances or conditions that bring about a result Bất cứ hoàn cảnh và điều kiện nào đưa đến một hậu quả.
10.	geographic: Thuộc về địa dư:	having to do with a specific area or place. Liên quan đến một vùng hay một nơi nào đó.
11.	influences: Ảnh hưởng:	the power of persons or things to act on others. Sức mạnh của con người hay sự vật tác động trên con người và sự vật khác.
12.	(to) identify: Xác định:	to connect, associate, or involve closely. Nối kết, hợp tác hay liên quan mật thiết.
13.	non-traditional: Trái truyền thống:	not common or usual. Không như thông thường, khác thường.
14.	obstacle: Chướng ngại:	anything that gets in the way of reaching a goal. Bất cứ điều gì ngăn trở việc đạt đến mục tiêu.
15.	stereotyped: Đồng loạt hóa. (thường được xem). quan niệm chung	holding a belief about all members of a group that does not allow for individual differences. Điều tin tưởng chung về tất cả mọi phần tử trong một nhóm, không cho phép có sự khác biệt cá nhân.

REVIEW WORDS ÔN NGỮ VỰNG

1. abilities
   Khả năng

2. interests
   Quan tâm , quyền lợi

3. lifestyle
   Cách sống, lề lối sống

DECISION-MAKING VOCABULARY (Cont.)
NGỮ VỰNG VỀ TẠO LẬP QUYẾT ĐỊNH (t.t)

REVIEW WORDS (Cont.)
ÔN NGỮ VỰNG (t.t)

4. long-term goals
   Mục tiêu dài hạn

5. short-term goals
   Mục tiêu ngắn hạn

6. tentative career plan
   Chương trình dự định về nghề nghiệp

7. values
   Giá trị

DECISION-MAKING QUESTIONS
CÂU HỎI VỀ TẠO LẬP QUYẾT ĐỊNH

1. Describe the decision you made about enrolling in this school:
Nói về quyết định của bạn trong việc theo học trường này:

2. Who or what influenced your decision?
Người nào hay điều gì đã ảnh hưởng đến quyết định của bạn ?

3. What alternatives did you have?
Bạn đã có những giải pháp chọn lựa nào ?

4. What decisions are you now facing?
Hiện nay bạn phải đứng trước những quyết định nào ?

DECISION-MAKING VOCABULARY CHECK
KIỂM LẠI VỀ NGỮ VỰNG TẠO LẬP QUYẾT ĐỊNH

1. decision
   Quyết định

2. decision-making
   Tạo lập quyết định

3. employment trends or outlooks
   Chiều hướng nhân dụng hay triển vọng

4. expectations
   Kỳ vọng, điều mong đợi

5. economic
   Kinh tế

6. influences
   Ảnh hưởng

7. culture
   Văn hóa

8. alternatives
   Giải pháp chọn lựa

9. geographic
   Thuộc về địa dư

10. obstacle
    Chướng ngại

11. non-traditional
    Trái truyền thống

12. stereotype
    Đồng loạt hoá,
    quan niệm chung

DECISION-MAKING VOCABULARY CHECK (Cont.)
KIỂM LẠI VỀ NGỮ VỰNG TẠO LẬP QUYẾT ĐỊNH (t.t)

13. (to) identify
Xác định

14. factors
Yếu tố

15. action
hành động

DECISION-MAKING VOCABULARY

ການຕັດສິນໃຈໃຊ້ເຊີງຄໍາສັບ

Diem N. arrived from Vietnam just one year ago and was resettled in Wyoming. In Saigon, Diem had been a fisherman, like his father and grandfather. He recently enrolled at a community college to learn English. In order to earn money, he is a part-time house cleaner. He has not yet made a decision about a career in the United States.

Diem N. ມາຈາກຫວຽດນາມ ຫາກໍ່ມາປີໜຶ່ງ ແລະ ໄດ້ຕັ້ງຖິ່ນຖານຢູ່ wyoming. ຢູ່ໄຊ່ງ່ອນ Diem ເປັນຄົນຫາປາ, ຄືກັບພໍ່ຂອງລາວ ແລະພໍ່ເຖົ້າຂອງລາວ. ໃນມໍ່ໆມານີ້ ລາວໄດ້ໄປເຂົ້າ ວິທຍາລັຍ ເພື່ອໄປຮຽນພາສາອັງກິດ. ເພື່ອຕ້ອງການຫາເງິນ ລາວເຮັດການທໍາຄວາມສະອາດ. ລາວຍັງບໍ່ ຕັດສິນໃຈ ເທື່ອ ກ່ຽວກັບອາຊີບ ທີ່ລາວຈະເຮັດ ຢູ່ໃນສະ. ຫະລັດ.

The decision-making process in developing his tentative career plan is important for Diem. He knows that he had a certain lifestyle in Vietnam and certain economic benefits. Being a fisherman in Vietnam was a fine job. The fact that his father and grandfather were fishermen were influences from his culture. However, being a fisherman in Wyoming is not a possible alternative because of the geographic location.

ວິທີ ການຕັດສິນໃຈ ໃນດ້ານຮ່າງວາງແຜນ ອາຊີບ ເປັນສິ່ງທີ່ສໍາຄັນ ແກ່ Diem. ລາວຮູ້ວ່າ ລາວມີຊີວິດຊີວາ ແລະ ເສດຖະກິດ ແບບໃດແບບໜຶ່ງ ໃນຫວຽດນາມ.
ເປັນຄົນຫາປາຜູ້ໜຶ່ງ ຢູ່ຫວຽດນາມ ຖືວ່າເປັນການດີອັນໜຶ່ງ. ຄວາມຈິງ ພໍ່ຂອງລາວ ພໍ່ເຖົ້າຂອງລາວ ເປັນຄົນຫາປາ ໄດ້ ສົ່ງເສີມ ມາຈາກ ວັທນະທັມ ຂອງລາວ. ເຖິງຢ່າງໃດ, ເປັນຄົນຫາປາ ຢູ່ wyoming ກໍ່ບໍ່ວ່າ ເປັນສິ່ງທີ່ເປັນໄປບໍ່ໄດ້ ດ້ວຍວ່າ ສຖານທີ່ ນັ້ນ ເປັນ ພູມີສາດ.

DECISION-MAKING VOCABULARY (Cont.)

ຄຳທີ່ການຕັດສິນໃຈ ພວກຄຳສັບ (ຕໍ່.)

The main obstacle that Diem faces at this time is his lack of English. In the meantime, Diem is working in the non-traditional job of house cleaner that is usually stereotyped for females.

ຈຸດບັນຫາສຳຄັນທີ່ Diem ປະຈຸບັນນີ້ ພາສາອັງກິດ ຂອງລາວ ບໍ່ພໍ. ໃນລະຫວ່າງນີ້. Diem ໄດ້ ເຮັດການ ທີ່ບໍ່ແມ່ນ ອາຊີບປະເພນີ ເຊິ່ງເປັນ ທຳຄວາມສະອາດເຮືອນ, ຕາມທຳມະດາ ແລ້ວມັນ ເປັນ ອາຊີບ ຕ້ອງສະເພາະ ຜູ້ຍິງ.

Diem will have to identify what career choices he has, based upon several factors such as: interests, abilities, values, lifestyle, employment trends and outlooks, geography, family expectations, and culture.

Diem ຈະຕ້ອງໄດ້ ຮູ້ໃຈວ່າ ອາຊີບ ອັນໃດ ຕົນ ໃດທີ່ລາວຈະເລືອກ, ເພາະຕາມ ເຫດການທີ່ວ່າ ໄປ ເຊັ່ນວ່າ: ຄວາມສົນໃຈ ຄວາມສາມາດ ຄຸນຄ່າ, ຊີວິດ ຊີວາ, ການງານທີ່ມີ ແລະ ຄວາມໂຫວ ພູມີສາດ ຄວາມຕັ້ງໃຈຂອງຄອບຄົວ. ແລະ ວັດທະນະທຳ

DECISION-MAKING VOCABULARY (Cont.)
ການຕັດສິນໃຈໃຊ້ຂອງຄໍາສັບ (ຕໍ່.)

1.	action: ການກະທໍາ	doing an activity, taking a step, moving ahead. ເຮັດວຽກແນວໜຶ່ງ, ກ້າວແຕ່ລະຂັ້ນ, ກ້າວໄປໜ້າ
2.	alternatives: ສະລັບກັນ	two or more choices or possibilities. ການເລືອກສອງຫຼືຫຼາຍກວ່າ ຫຼືອາດຈະເປັນໄປໄດ້
3.	culture: ວັທະນະທັມ	the ideas, customs, skills, arts, etc., of a group of people in a particular period of time. ຄວາມຄິດ ຄວາມເຫັນ, ປະເພນີ, ວິຊາສະເພາະ ສິລະປະ ແລະ ອື່ນໆໄປຂອງບຸກຄົນກຸ່ມໜຶ່ງ ທີ່ໃນສະໄໝໃດ ສະໄໝໜຶ່ງ
4.	decision: ການຕັດສິນໃຈ	choice or selection of one thing between two or more possibilities. ການເລືອກສິ່ງໃດສິ່ງໜຶ່ງ ທີ່ມາຈາກສອງຢ່າງຫຼື ຫຼາຍກວ່າ ເປັນໄປໄດ້.
5.	decision-making: ວິທີການຕັດສິນໃຈ	the process in which a person selects from two or more possible choices. A decision is not required unless there is more than one course of action to be taken. ວິທີຄົນຜູ້ໜຶ່ງເລືອກສອງຢ່າງຫຼືຫຼາຍກວ່ານັ້ນ. ບໍ່ຕ້ອງມີການຕັດສິນໃຈ ນອກຈາກວ່າມັນຫຼາຍກວ່າທາງໜຶ່ງທີ່ຈະເຮັດ.
6.	economic: ເສຖກິດ	having to do with money. ມີສິ່ງກ່ຽວຂ້ອງກັບເງິນ.
7.	employment trends or outlooks: ວຽກງານທີ່ມີຫຼື ການເຄື່ອນໄຫວ	patterns or directions in the number and types of jobs that are available. ການປ່ຽນແປງໃນທິດທາງຈໍານວນຂອງວຽກທີ່ມີຢູ່.

DECISION-MAKING VOCABULARY (Cont.)
ບົດ ການຕັດສິນໃຈ ຄຳສັບ (ຕໍ່)

8.	expectations: ການຫວັງ	what is hoped for or desired. ສິ່ງໃດທີ່ເປັນ ຄວາມຫວັງ ຫຼື ປາຖະໜາ
9.	factors: ຕົວປະກອບ	any of the circumstances or conditions that bring about a result. ສິ່ງແວດລ້ອມ ຫຼື ສະຖານະການ ທີ່ເຮັດໃຫ້ມີຜົນການ
10.	geographic: ພູມີສາດ	having to do with a specific area or place. ມີກ່ຽວຂ້ອງກັບ ບ່ອນໃດບ່ອນໜຶ່ງ ຫຼື ສະຖານທີ່.
11.	influences: ການສົ່ງເສີມ	the power of persons or things to act on others. ພະລັງຂອງບຸກຄົນ ຫຼື ສິ່ງຂອງ ທີ່ເຮັດໃຫ້ຄົນອື່ນໆ
12.	(to) identify: ບອກລັກສະນະ	to connect, associate, or involve closely. ໄປຕິດຕໍ່, ໄປຮ່ວມມື, ຫຼືວ່າ ເຮັດວຽກໃກ້ຊິດກັນ
13.	non-traditional: ບໍ່ຖືກຕ້ອງຕາມປະເພນີ	not common or usual. ບໍ່ແມ່ນຂອງທຳມະດາ.
14.	obstacle: ການຫຍຸ້ງຍາກ	anything that gets in the way of reaching a goal. ສິ່ງທີ່ເຂົ້າຂວາງໃນທາງຂອງຈຸດໝາຍ
15.	stereotyped: ຕາຍຕົວ	holding a belief about all members of a group that does not allow for individual differences. ເຊື່ອຖືກ່ຽວກັບທຸກໆ ສະມາຊິກ ຂອງກຸ່ມໜຶ່ງ ທີ່ບໍ່ໃຫ້ມີການແຕກຕ່າງແຕ່ລະຄົນ.

REVIEW WORDS ທວນຄຳ

1. abilities
ຄວາມສາມາດ
2. interests
ຄວາມສົນໃຈ
3. lifestyle
ຊີວິດຊີວາ

DECISION-MAKING VOCABULARY (Cont.)
ວິທີ ການ ຕັດ ສິນ ໃຈ ກວດ ຄໍາ ສັບ (ຕໍ່.)

REVIEW WORDS (Cont.)
ຄວາມຮຽນຄືນ (ຕໍ່)

4. long-term goals
   ຈຸດ ໝາຍ ລະຍະໄກ
5. short-term goals
   ຈຸດ ໝາຍ ລະ ຍະ ສັ້ນ
6. tentative career plan
   ຮ່າງ ວາງ ແຜນ ອາ ຊີບ
7. values
   ຄຸນ ຄ່າ.

DECISION-MAKING QUESTIONS
ວິທີ ການ ຕັດ ສິນ ໃຈ ໃນ ຄໍາ ຖາມ

1. Describe the decision you made about enrolling in this school:
ບັນລະຍາຍ ການ ຕັດ ສິນ ໃຈ ຂອງ ທ່ານ ກ່ຽວກັບ ຮຽນວິຊາ ນີ້ ຢູ່ໂຮງ ຮຽນ ນີ້.

2. Who or what influenced your decision?
ຜູ້ ໃດ ຫຼື ແມ່ນ ຫຍັງ ທີ່ ເຮັດ ຕັດ ສິນ ໃຈ ຂອງ ທ່ານ?

3. What alternatives did you have?
ມີ ທາງ ໃດແດ່ ທີ່ ທ່ານ ຈະໄດ້ ສລັບ?

4. What decisions are you now facing?
ການ ຕັດ ສິນ ໃຈ ອັນ ໃດ ທີ່ ທ່ານ ມີ ປັຈຸບັນ ນີ້?

DECISION-MAKING VOCABULARY CHECK
ວິທີ ການ ຕັດ ສິນ ໃຈ ກວດ ຄໍາສັບ

1. decision
ວິທີ ການ ຕັດສິນ ໃຈ

2. decision-making
ວິທີ ຕັດ ສິນ ໃຈ

3. employment trends or outlooks
ການງານທີ່ມີ ຫຼື ການເຄື່ອນໄຫວ

4. expectations
ຄວາມຫວັງ

5. economic
ເສຖ ກິດ

6. influences
ສົ່ງ ເສີມ

7. culture
ວັທະ ນະ ທັມ

8. alternatives
ສລັບ ກັນ

9. geographic
ພູ ມິ ສາດ

10. obstacle
ຄວາມ ຫຍຸ້ງ ຍາກ

11. non-traditional
ບໍ່ ຖືກ ຮີດ ປະເພນີ

12. stereotype
ຕໍ່ ຕ້ອບ .

DECISION-MAKING VOCABULARY CHECK (Cont.)
ການເບິ່ງຂອງການຕັດສິນໃຈໃຊ້ຂອງຄຳສັບ (ຕໍ່)

13. (to) identify
ບອກລັກສະນະ

14. factors
ຕົວປະກອບ

15. action
ການກະທຳ

LOOKING AT EMPLOYMENT TRENDS

UNIT IV/LESSON 2

OBJECTIVES:

1. Students will identify 5 factors that influence employment trends or outlooks.
2. Students will write the employment trend outlook for 5 occupations of interest to them.

INSTRUCTOR PREPARATION: Duplicate sufficient copies of Factors Affecting Employment Trends (IV-2-SHa) and Research on Employment Trends (IV-2-SHb).

PROCEDURE: Large-group discussion; completion of worksheet; further discussion and individual research in the career center.

MATERIALS:

1. Factors Affecting Employment Trends (IV-2-SHa).
2. Research on Employment Trends (IV-2-SHb).
3. Career center resources

GUIDELINES:

NOTES:

In-Class Activities

1. Review the meaning of the words employment trends and outlook. Have students suggest factors that affected employment in their homeland and trends that could affect future employment in this country.
2. Distribute Factors Affecting Employment Trends (IV-2-SHa). Have students read the case

GUIDELINES (Cont.):

NOTES:

studies and fill in the blanks. Discuss their answers as a group.

3. Ask students to select 5 jobs of interest to them. Distribute handout, Research on Employment Trends (IV-2-SHb).

Outside Activity:

Have students use the Occupational Outlook Handbook (and/or other resources in the career center) to find out what the outlook is for the 5 jobs of interest to them. (If time permits, have them report back to class on what they have learned.)

REFERENCES AND SUPPLEMENTARY MATERIALS:

U.S. Department of Labor, Dictionary of Occupational Titles. (4th ed.); Washington, D.C.: Government Printing Office, 1977.

FACTORS AFFECTING EMPLOYMENT TRENDS
កត្តាដែលប៉ះពាល់ដល់និន្នាការការងារ

1. Economics
១. សេដ្ឋកិច្ច
2. Technology
២. បច្ចេកវិទ្យា
3. Foreign markets (imports/exports)
៣. ផ្សារបរទេស (អាហរណ៍-នីហរណ៍)
4. Population growth
៤. ការផ្ទុះចំនួនប្រជាជន
5. Availability of raw materials
៥. វត្ថុធាតុដើមដែលអាចរកបាន

CASE STUDY: CAO N.
ករណីសិក្សារឿង : កាវ

Cao N. had worked four years as a carpenter in Vietnam. His skills were good and he liked the work, so it seemed logical for Cao to look for the same type of work when he came to the United States. Through a family friend, he was able to get a job as a carpenter's assistant. All went well for the first year, and Cao was kept busy at least five days a week. Gradually, however, the number of new houses being built decreased, and Cao was asked to work only three days a week, instead of five. Because of very high interest rates on home loans, contractors were not borrowing money to invest in new buildings.

Which of the five factors listed above affected Cao's job?

កាវធ្វើការជាជាងឈើអស់រយៈពេល ៤ ឆ្នាំ កាលនៅវៀតណាម ។ កាវមានការជំនាញល្អ ហើយគាត់ចូលចិត្តការងារណាស់ ដូច្នេះហើយ ទើបឃើញថាជាការសមរម្យណាស់ សំរាប់ កាវ រកការជាងឈើធ្វើពេលគេមកដល់សហរដ្ឋអាមេរិកនេះ ។ តាមរយៈមិត្តភក្តិរបស់គ្រួសារគេ កាវអាចរកការធ្វើបានក្នុងឋានៈជាជាងឈើជំនួយគេ ។ នៅក្នុងរយៈពេលឆ្នាំដំបូង កាវបានដើរការយ៉ាងស្រួលហើយគេមានការងារធ្វើច្រើនណាស់ គឺត្រូវធ្វើយ៉ាងតិច ៥ថ្ងៃក្នុងមួយអាទិត្យ ។ តែប៉ុន្តែនៅពេលបន្ទាប់បន្តមក កិច្ចការសង់ផ្ទះបានថយចុះយ៉ាងច្រើន បណ្តាលអោយកាវត្រូវនៅធ្វើការត្រឹមតែ ៣ថ្ងៃក្នុងមួយអាទិត្យ ជំនួសអោយ ៥ថ្ងៃដូចកាលពីពេលមុនៗ ។ អ្នកម៉ៅការលែងខ្ចីប្រាក់យកមកសង់ផ្ទះថ្មីទៀតទេ ព្រោះមកពីការប្រាក់ថ្លៃពេក ។

ក្នុងកត្តាទាំង ៥ ខាងលើដែលមាននៅក្នុងមេរៀននេះ: តើកត្តាណាមួយដែលមានការប៉ះពាល់ដល់ការងាររបស់កាវ ?

FACTORS AFFECTING EMPLOYMENT TRENDS (Cont.)
កត្តាដែលប៉ះពាល់ដល់និន្នាការការងារ (ត)

CASE STUDY: DUC N.
សិក្សាពីករណីរឿង : ឌុក

Cao's younger brother, Duc, had had no work experience at all when he arrived in the United States. He wanted to go to work as soon as possible, so he took a job as an assembler in an electronics plant. About a year later, an engineer in the company Duc worked for designed a new computer for home use, which in time brought much new business to the firm. This increased business created a need for more workers and supervisors. Because Duc had learned quickly and had been a dependable employee, he was selected to become one of the new supervisors.

Which of the five factors affected Duc's job?

ឌុកជាប្អូនប្រុសរបស់កាវ ឌុកគ្មានការពិសោធន៍ក្នុងការងារទេពេលមកដល់ប្រទេសអាមេរិក ។ ពេលមកដល់ប្រទេសនេះ គេចង់ទៅធ្វើការភ្លាម ដូច្នេះឌុកក៏បានចូលធ្វើការជាអ្នកដំឡើងគ្រឿងក្នុងរោងចក្រផលិតគ្រឿងអេឡិចត្រូនិក ។ ប្រហែលមួយឆ្នាំក្រោយមក វិស្វករម្នាក់នៃក្រុមហ៊ុនដែលឌុកធ្វើការបានចេញប្លង់គ្រឿងកុំព្យូទ័រថ្មីមួយសម្រាប់ប្រើប្រាស់នៅក្នុងផ្ទះ ដែលគំនូរនេះបានធ្វើក្រុមហ៊ុនមានជំនួញថ្មីៗយ៉ាងច្រើន ។ នៅពេលដែលជំនួញបានកើនឡើងបែបនេះ ក្រុមហ៊ុនត្រូវការរកមនុស្សធ្វើការ និង អ្នកត្រួតត្រាអ្នកធ្វើការកាន់តែច្រើនឡើងទៀត ក្រុមហ៊ុនបានជ្រើសរើសយកឌុកធ្វើជាអ្នកត្រួតត្រាថ្មីម្នាក់ ព្រោះគេបានរៀនកិច្ចការឆាប់ណាស់ ហើយជាអ្នកធ្វើការម្នាក់ដែលក្រុមហ៊ុនទុកចិត្តបាន ។

ក្នុងកត្តាទាំងប្រាំ ដែលបានពិពណ៌នាមកហើយនេះ៖ តើកត្តាណាមួយដែលមានការប៉ះពាល់ដល់ការងាររបស់ឌុក ?

CASE STUDY: NANG E.
សិក្សាសំណុំរឿង: ណាង

Nang E. came to the United States with some English and typing skills. She was anxious to contribute to the family income, so she looked for a job which required no further schooling. She went to the Employment Development Department, and with the aid of a counselor there, she was placed in an office job at the Ford Motor Company, where she did light typing and was trained to use the word processing machines. She worked successfully for six months. Then one day her supervisor, Mr. Stewart, called her in to his office and told her that she was being laid off.

ពេលណាងបានមកដល់សហរដ្ឋអាមេរិក នាងចេះភាសាអង់គ្លេសបន្តិចបន្តួច និងចេះការ[illegible]វាយអង្គុលីលេខ ។ ណាងមានការព្រួយបារម្ភចង់ជួយផ្គត់ផ្គង់ដល់គ្រួសារនាង ហើយនាងរកការធ្វើ ដែលការណាដែលមិនបាច់ទៅរៀនថែមទៀត ។ ណាងបានទៅក្រសួងការងារ ហើយអ្នកប្រឹក្សានៅទីនោះ បានជួយរកការងារឲ្យនាងធ្វើនៅក្រុមហ៊ុនរថយន្តហ្វដ ការនោះគឺណាងត្រូវវាយអង្គុលីលេខបន្តិចបន្តួច និងហ្វឹកហ្វឺនសិក្សាការចេះប្រើម៉ាស៊ីនរៀបពាក្យ ។ នាងធ្វើការបានគ្រប់ ៦ ខែ ក្រោយមកថ្ងៃមួយ លោកស្ទូតដែលជាអ្នកត្រួតត្រារបស់នាង បានហៅនាងទៅកាន់ការិយាល័យរបស់គាត់ ហើយប្រាប់នាងថា គេត្រូវឲ្យនាងឈប់ធ្វើការហើយ ។

When Nang asked what the reason was, Mr. Stewart explained that the demand for American-made automobiles was decreasing due to the influx of Japanese cars, which sell for much less than American-made cars, and which generally run on less fuel.

ពេលណាងសួរលោកស្ទូតថា ហេតុដូចម្តេចបានជាក្រុមហ៊ុនឲ្យនាងឈប់ធ្វើការ លោកស្ទូតក៏បានពន្យល់ថា ដោយតម្រូវការនៃរថយន្តធ្វើអាមេរិកាំង បានថយចុះដោយព្រោះមកពីរថយន្តជប៉ុនចូលមកច្រើនពេក ហើយលក់ថោកជាងរថយន្តអាមេរិកាំង ទាំងការប្រើសាំងក៏តិចជាងដែរ ។

CASE STUDY: NANG E. (Cont.)
សិក្សាសំណុំរឿង : ណាង (ត)

As a result, the Ford Motor Company found it necessary to lay off several office workers and a good many assemblers. Nang was soon out looking for a new job, but this time she planned to look into the future of any company which offered her a job.

ដោយហេតុនេះហើយ ទើបក្រុមហ៊ុនហ្វរដ៍ យល់ឃើញថា ជាការចាំបាច់ ដែលត្រូវដោយ អ្នកធ្វើការនៅការិយាល័យ និងជាងដំឡើង ជាច្រើននាក់ឲ្យឈប់ធ្វើការ ។ មិនយូរមិនឆាប់ ណាងត្រូវរកការងារធ្វើ ក៏ប៉ុន្តែ ម្តងនេះ នាងត្រូវរកការណាដែល ក្រុមហ៊ុនអាចផ្តល់ការងារឲ្យធ្វើបានយូរ ។

Which of the five factors affected Nang's job?

ក្នុងកត្តាទាំង ៥ ដែលបានរៀបរាប់មកហើយ តើកត្តាណាខ្លះដែលប៉ះពាល់ដល់ការងារ របស់ណាង ?

CAMBODIAN

RESEARCH ON EMPLOYMENT TRENDS
ការស្រាវជ្រាវក្នុងនិន្នាការកិច្ចការ

DIRECTIONS: List five occupations in which you might be interested. Using the Occupational Outlook Handbook and other reference material in the career center, write what the employment trend or outlook is for each of the occupations you have selected. Indicate the factor involved.

សេចក្តីណែនាំ៖ ចូរបញ្ជាក់ប្រាំមុខរបរដែលនៃមុខដែលលោកអ្នកហាក់មានការចាប់អារម្មណ៍ ។ ការប្រើសៀវភៅនិន្នាការទស្សនវិស័យមុខរបរ និងសៀវភៅឯកសារផ្សេងៗទៀតដែលមាននៅក្នុងមជ្ឈមណ្ឌលការងារ ហើយសរសេរប្រាប់ថា តើនិន្នាការការងារ ឬទស្សនវិស័យមានលក្ខណៈយ៉ាងណាចំពោះការងារដែលលោកអ្នកបានជ្រើសរើសយក ។ ចូរបញ្ជាក់ប្រាប់កត្តាដែលមានការប៉ះពាល់ដល់ការងារទាំងនោះ ។

1. ______________________
១. Occupation
មុខរបរ

______________________ ______________________
Employment Outlook — ទស្សនវិស័យការងារ
Factor Involved — កត្តាដែលមានការប៉ះពាល់

2. ______________________
២. Occupation
មុខរបរ

______________________ ______________________
Employment Outlook — ទស្សនវិស័យការងារ
Factor Involved — កត្តាដែលមានការប៉ះពាល់

3. ______________________
៣. Occupation
មុខរបរ

______________________ ______________________
Employment Outlook — ទស្សនវិស័យការងារ
Factor Involved — កត្តាដែលមានការប៉ះពាល់

RESEARCH ON EMPLOYMENT TRENDS (Cont.)
ការស្រាវជ្រាវក្នុងនិន្នាការកិច្ចការ (ត)

4. ______________________________
៤. Occupation
មុខរបរ

______________________________ ______________________________
Employment Outlook — Factor Involved
ទស្សនវិស័យការងារ — កត្តាដែលនាំការប៉ះពាល់

5. ______________________________
៥. Occupation
មុខរបរ

______________________________ ______________________________
Employment Outlook — Factor Involved
ទស្សនវិស័យការងារ — កត្តាដែលនាំការប៉ះពាល់

FACTORS AFFECTING EMPLOYMENT TRENDS
NHỮNG YẾU TỐ ẢNH HƯỞNG ĐẾN CHIỀU HƯỚNG NHÂN DỤNG

1. Economics
   Kinh tế

2. Technology
   Kỹ thuật

3. Foreign markets (imports/exports)
   Thị trường quốc ngoại (nhập cảng/ xuất cảng)

4. Population growth
   Sự gia tăng dân số

5. Availability of raw materials
   Nguyên liệu có được

CASE STUDY: CAO N.
TRƯỜNG HỢP ĐIỂN HÌNH: CAO N.

Cao N. had worked four years as a carpenter in Vietnam. His skills were good and he liked the work, so it seemed logical for Cao to look for the same type of work when he came to the United States. Through a family friend, he was able to get a job as a carpenter's assistant. All went well for the first year, and Cao was kept busy at least five days a week. Gradually, however, the number of new houses being built decreased, and Cao was asked to work only three days a week, instead of five. Because of very high interest rates on home loans, contractors were not borrowing money to invest in new buildings.

Cao N. đã làm thợ mộc bốn năm tại Việt Nam. Anh ta giỏi nghề và ưa thích công việc. Do đó, việc Cao tìm một việc làm giống như vậy khi đến Hoa-Kỳ là điều hợp lý. Qua một người quen, anh ta xin được chân phụ thợ mộc. Mọi sự tốt đẹp trong năm đầu tiên và Cao có việc làm ít nhất năm ngày một tuần. Nhưng dần dần số lượng nhà mới xây cất giảm xuống và Cao được yêu cầu chỉ làm việc ba ngày một tuần thay vì năm ngày. Vì lãi suất cao, nhà thầu không vay tiền để đầu tư vào các dự án xây cất mới.

Which of the five factors listed above affected Cao's job?

Yếu tố nào trong năm yếu tố được kể ra ở trên đã ảnh hưởng đến việc làm của Cao ?

FACTORS AFFECTING EMPLOYMENT TRENDS (Cont.)
NHỮNG YẾU TỐ ẢNH HƯỞNG ĐẾN CHIỀU HƯỚNG NHÂN DỤNG (t.t)

CASE STUDY: DUC N.
TRƯỜNG HỢP ĐIỂN HÌNH : ĐỨC N.

Cao's younger brother, Duc, had had no work experience at all when he arrived in the United States. He wanted to go to work as soon as possible, so he took a job as an assembler in an electronics plant. About a year later, an engineer in the company Duc worked for designed a new computer for home use, which in time brought much new business to the firm. This increased business created a need for more workers and supervisors. Because Duc had learned quickly and had been a dependable employee, he was selected to become one of the new supervisors.

Which of the five factors affected Duc's job?

Em trai của Cao là Đức, khi đến Hoa Kỳ, không có kinh nghiệm làm việc nào hết. Vì nóng lòng đi làm, anh ta đã nhận việc làm thợ ráp nối trong một hãng điện tử. Độ một năm sau đó, một kỹ sư trong hãng mà Đức làm việc phác họa được một máy điện toán mới để dùng trong nhà và mang lại nhiều công việc mới cho hãng. Sự gia tăng của công việc tạo ra nhu cầu cần thêm nhân công và người điều khiển. Vì Đức học việc nhanh và đáng tin cậy, anh ta được chọn làm một trong những giám thị mới.

Yếu tố nào trong năm yếu tố có ảnh hưởng đến việc làm của Đức ?

CASE STUDY: NANG E.
TRƯỜNG HỢP ĐIỂN HÌNH : NANG E.

Nang E. came to the United States with some English and typing skills. She was anxious to contribute to the family income, so she looked for a job which required no further schooling. She went to the Employment Development Department, and with the aid of a counselor there, she was placed in an office job at the Ford Motor Company, where she did light typing and was trained to use the word processing machines. She worked successfully for six months. Then one day her supervisor, Mr. Stewart, called her in to his office and told her that she was being laid off.

Nang E. đến Hoa Kỳ với chút ít khả năng Anh ngữ và đánh máy. Nóng lòng muốn đóng góp vào lợi tức gia đình, cô ta đã tìm một công việc không đòi hỏi phải học thêm. Cô ta đến sở Phát Triển Nhân Dụng và với sự giúp đỡ của một cố vấn tại đó, cô ta tìm được một công việc văn phòng ở công ty xe hơi Ford, giữ việc đánh máy nhẹ và được huấn luyện để sử dụng máy khai thác tự ngữ. Công việc êm xuôi trong sáu tháng. Rồi chợt một ngày, cấp trên của cô gọi cô vào văn phòng và cho biết là cô bị cho nghỉ việc

When Nang asked what the reason was, Mr. Stewart explained that the demand for American-made automobiles was decreasing due to the influx of Japanese cars, which sell for much less than American-made cars, and which generally run on less fuel.

Khi được hỏi lý do, ông Stewart, cấp trên của cô, giải thích rằng nhu cầu xe hơi Hoa kỳ sụt giảm vì sự tràn ngập của xe hơi Nhật bản với giá bán rẻ hơn và ít tốn xăng hơn.

CASE STUDY: NANG E. (Cont.)

TRƯỜNG HỢP ĐIỂN HÌNH : NANG E. (t.t)

As a result, the Ford Motor Company found it necessary to lay off several office workers and a good many assemblers. Nang was soon out looking for a new job, but this time she planned to look into the future of any company which offered her a job.

Hậu quả là công ty xe hơi Ford nhận thấy cần sa thải nhiều nhân viên văn phòng và thợ ráp xe. Nang phải tìm một việc làm mới nhưng lần này cô ta dự tính sẽ tìm hiểu tương lai của công ty nào đề nghị mướn cô.

Which of the five factors affected Nang's job?

Yếu tố nào trong năm yếu tố đã ảnh hưởng đến việc làm của Nang ?

RESEARCH ON EMPLOYMENT TRENDS
TÌM HIỂU VỀ CHIỀU HƯỚNG NHÂN DỤNG

DIRECTIONS: List five occupations in which you might be interested. Using the Occupational Outlook Handbook and other reference material in the career center, write what the employment trend or outlook is for each of the occupations you have selected. Indicate the factor involved.

CHỈ DẪN : Kể ra năm công việc mà bạn quan tâm. Xử dụng cuốn Cẩm nang Triển vọng Nghề nghiệp và những tài liệu tham khảo khác tại trung-tâm nghề nghiệp để viết về chiều hướng nhân dụng hay triển vọng đối với mỗi công việc mà bạn chọn. Nói rõ yếu tố liên quan.

1. ______________________________
Occupation
Công việc

______________________________ ______________________________
Employment Outlook — Factor Involved
Triển vọng thu dụng — Yếu tố liên quan

2. ______________________________
Occupation
Công việc

______________________________ ______________________________
Employment Outlook — Factor Involved
Triển vọng thu dụng — Yếu tố liên quan

3. ______________________________
Occupation
Công việc

______________________________ ______________________________
Employment Outlook — Factor Involved
Triển vọng thu dụng — Yếu tố liên quan

RESEARCH ON EMPLOYMENT TRENDS (Cont.)
TÌM HIỂU VỀ CHIỀU HƯỚNG NHÂN DỤNG (t.t)

4. ______________________________

Occupation
Công việc

____

Employment Outlook Triển vọng thu dụng	Factor Involved Yếu tố liên quan

5. ______________________________

Occupation
Công việc

____

Employment Outlook Triển vọng thu dụng	Factor Involved Yếu tố liên quan

FACTORS AFFECTING EMPLOYMENT TRENDS
ສິ່ງແວດລ້ອມທີ່ເຮັດໃຫ້ການງານທີ່ມີ.

1. Economics
   ເສຖກິດ
2. Technology
   ວິຊາອຸດສາຫະກຳ
3. Foreign markets (imports/exports)
   ຕຼາດຕ່າງປະເທດ (ຂາເຂົ້າ / ຂາອອກ)
4. Population growth
   ເພີ່ມພົລເມືອງ
5. Availability of raw materials
   ຈຳນວນທີ່ມີ ວັດຖຸດິບ

CASE STUDY: CAO N.
ບົດຮຽນ CAO N.

Cao N. had worked four years as a carpenter in Vietnam. His skills were good and he liked the work, so it seemed logical for Cao to look for the same type of work when he came to the United States. Through a family friend, he was able to get a job as a carpenter's assistant. All went well for the first year, and Cao was kept busy at least five days a week. Gradually, however, the number of new houses being built decreased, and Cao was asked to work only three days a week, instead of five. Because of very high interest rates on home loans, contractors were not borrowing money to invest in new buildings.

Which of the five factors listed above affected Cao's job?

Cao N. ເປັນຊ່າງໄມ້ໃນວຽດນາມ ສີ່ປີ. ຝີມືຂອງລາວກໍດີ ແລະ ລາວມັກວຽກຂອງລາວດ້ວຍ, ດັ່ງນັ້ນ ມັນກໍເປັນຄວາມດີທີ່ Cao ໄປຊອກວຽກອັນເກົ່າ ເມື່ອລາວມາຮອດອາເມຣິກາແລ້ວ. ຈາກເພື່ອນຂອງຄອບຄົວ, ລາວກໍເລີ່ມໄດ້ງານ ເປັນຜູ້ຊ່ວຍນາຍຊ່າງໄມ້. ທຸກຢ່າງກໍດີໝົດໃນປີທີ່ໜຶ່ງ. ແລະ Cao ກໍມີວຽກ 5 ມື້ ຕໍ່ອາທິດ. ຄ່ອຍໆມາ ເຖິງຢ່າງໃດ, ຈຳນວນເຮືອນໃໝ່ທີ່ປຸກຂຶ້ນໄດ້ລຸດລົງ ແລະແລ້ວ Cao ກໍເລີ່ມໄດ້ເຮັດ 3 ມື້ ຕໍ່ອາທິດ ແທນທີ່ຈະເຮັດ 5 ມື້. ເພາະວ່າ ດອກເບ້ຍກູ້ຢືມເງິນສູງຫລາຍ ດ້ວຍເຫດນີ້ ນັກກໍ່ສ້າງກໍເລີຍບໍ່ຢືມເງິນມາປຸກເຮືອນໃໝ່.

ຢູ່ທາງເທິງນັ້ນ ມີຫ້າຂໍ້ໃດ ທີ່ເຮັດໃຫ້ວຽກການຂອງ Cao ນ້ອຍລົງ ?

FACTORS AFFECTING EMPLOYMENT TRENDS (Cont.)
ສິ່ງແວດລ້ອມທີ່ເຮັດໃຫ້ການງານທີ່ບໍ່ (ຕໍ່)

CASE STUDY: DUC N.
ບົດຮຽນ : Duc N.

Cao's younger brother, Duc, had had no work experience at all when he arrived in the United States. He wanted to go to work as soon as possible, so he took a job as an assembler in an electronics plant. About a year later, an engineer in the company Duc worked for designed a new computer for home use, which in time brought much new business to the firm. This increased business created a need for more workers and supervisors. Because Duc had learned quickly and had been a dependable employee, he was selected to become one of the new supervisors.

Which of the five factors affected Duc's job?

ນ້ອງຊາຍຂອງ Cao, Duc ບໍ່ເຄີຍມີຄວາມຊໍານານງານເລີຍ ເມື່ອລາວມາຮອດອາເມຣິກາ ລາວຢາກໄປເຮັດການໃຫ້ໄວທີ່ສຸດ, ດັ່ງນັ້ນລາວຈຶ່ງເຮັດການເປັນຄົນປະກອບເຄື່ອງໄຟຟ້າ. ປະມານປີໜຶ່ງຜ່ານມາ, ວິສະວະກອນຜູ້ໜຶ່ງໃນບໍລິສັດທີ່ Duc ເຮັດວຽກໄດ້ປະດິດເຄື່ອງອັດໂຕໂນມັດ ເພື່ອຈະໃຊ້ຢູ່ເຮືອນ. ມັນກໍ່ເຮັດໃຫ້ວຽກເພີ່ມຂຶ້ນໃນບໍລິສັດ ກິດຈະການຂຶ້ນ ມີຄວາມຕ້ອງການຄົນງານແລະຜູ້ຄວບຄຸມ. ເພາະວ່າ Duc ໄດ້ຮຽນໄວ ແລະເປັນຜູ້ທີ່ເພິ່ງໄດ້. ລາວກໍ່ເລີຍຖືກຄັດເລືອກຂຶ້ນເປັນຜູ້ຄວບຄຸມໃໝ່.

ຢູ່ທາງເທິງນັ້ນມີຫ້າຂໍ້ໆ ໃດທີ່ເຮັດໃຫ້ວຽກ Duc ຫຍັບຂຶ້ນ ?

CASE STUDY: NANG E.

ບົດຮຽນ : ນາງ ອ.

Nang E. came to the United States with some English and typing skills. She was anxious to contribute to the family income, so she looked for a job which required no further schooling. She went to the Employment Development Department, and with the aid of a counselor there, she was placed in an office job at the Ford Motor Company, where she did light typing and was trained to use the word processing machines. She worked successfully for six months. Then one day her supervisor, Mr. Stewart, called her in to his office and told her that she was being laid off.

ນາງ ຮູ້ຈັກເວົ້າ ພາສາອັງກິດ ແລະ ກໍ ພິມ ດີດ ກ່ອນ ລາວມາເຖິງ ສະຫະຣັດ. ລາວ ຄິດ ຢາກ ຊ່ວຍ ຄອບຄົວ ລາວ ຫາເງິນ. ດັ່ງ ນັ້ນ ລາວຈຶ່ງ ຊອກ ຫາວຽກ ທຳ ການ ທີ່ ບໍ່ຕ້ອງ ໄປ ຮຽນຕື່ມ. ລາວໄປໂຮງ ການ ທີ່ ຫາງານ ແລະ ດ້ວຍ ຄວາມ ຊ່ວຍ ເຫຼືອຈາກ ຜູ້ໂອບຣົບ ລາວກໍ່ເລີ່ມໄດ້ເຮັດ ວຽກ ເປັນ ຜູ້ທີ່ ພິມ ດີດ ບາງ ເລັກ ໜ້ອຍແລະ ແລ້ວ ກໍໄດ້ຮຽນເຄື່ອງ ກົດຈັກ ແນວໃໝ່ກັບ ບໍຣິສັດ Ford. ລາວໄດ້ ເຮັດວຽກ ຢ່າງດີ ເຖິງ ຄວາມຕ້ອງການ ໃນ 6 ເດືອນ. ແລະ ແລ້ວ ມື້ ນຶ່ງ ຜູ້ ກຳກັບງານ ຂອງລາວທ່ານ ສຕວດ ຮຽກລາວໄປໃນ ຫ້ອງການ ແລ້ວບອກ ໃຫ້ລາວວ່າ ລາວຈະຕ້ອງໄດ້ ອອກງານຊົ່ວຄາວ.

When Nang asked what the reason was, Mr. Stewart explained that the demand for American-made automobiles was decreasing due to the influx of Japanese cars, which sell for much less than American-made cars, and which generally run on less fuel.

ເມື່ອເວລາ ນາງ ຖາມວ່າ ຍ້ອນຫຍັງ. ທ່ານ ສຕວດ ອະທິບາຍວ່າ ຄວາມຕ້ອງການ ຈະຊື້ ຣົດ ທີ່ ເຮັດດ້ວຍ ອາເມຣິກາ ນ້ອຍລົງ ດ້ວຍວ່າ ຣົດຂອງຍີ່ປຸ່ນ ເຂົ້າມາຫຼາຍ ແລະແລ້ວ ລາຄາ ກໍ່ຖືກ ກວ່າ ຂອງອາເມຣິກາ ແລະອີກ ຢ່າງໜຶ່ງ ຣົດຂະເຈົ້າ ໃຊ້ນ້ຳມັນ ໜ້ອຍ ກວ່າ.

CASE STUDY: NANG E. (Cont.)
ບົດຮຽນ ນາງ ອ. (ຕໍ່.)

As a result, the Ford Motor Company found it necessary to lay off several office workers and a good many assemblers. Nang was soon out looking for a new job, but this time she planned to look into the future of any company which offered her a job.

ຫຼັງຈາກນັ້ນ ບໍລິສັດ Ford ຈຳເປັນກໍຕ້ອງໄດ້ໃຫ້ຄົນຢູ່ຫ້ອງການ ແລະຜູ້ປະກອບເຄື່ອງຣົດ ອອກການຊົ່ວຄາວ. ນາງບໍ່ນານກໍເລີ່ມຊອກຫາວຽກໃໝ່ ແຕ່ວ່າເທື່ອນີ້ ເວລາລາວຊອກງານ ລາວຈະເບິ່ງການກ້າວໜ້າຂອງບໍລິສັດກ່ອນ.

Which of the five factors affected Nang's job?

ຫົວຂໍ້ນັ້ນ ມີສ່ວນໃດແດ່ ທີ່ມີການເຄື່ອນໄຫວ ແກ່ວຽກງານຂອງນາງ?

RESEARCH ON EMPLOYMENT TRENDS
ການຄົ້ນຄວ້າກັບການງານທົ່ວໄປ

DIRECTIONS: List five occupations in which you might be interested. Using the Occupational Outlook Handbook and other reference material in the career center, write what the employment trend or outlook is for each of the occupations you have selected. Indicate the factor involved.

ການຊີ້ແຈງ: ຈົ່ງຂຽນຊື່ອາຊີບຫ້າຢ່າງທີ່ທ່ານຕ້ອງການ. ຈົ່ງໃຊ້ປຶ້ມທີ່ອະທິບາຍໃນດ້ານວິຊາອາຊີບ ແລະ ໜັງສືຕ່າງໆ ກ່ຽວກັບເລື່ອງນີ້ ທີ່ມີໃນສູນການວິຊາອາຊີບ ແລ້ວຂຽນການເຄື່ອນໄຫວ. ໃນດ້ານວິຊາອາຊີບ ແລະ ອາຊີບທີ່ທ່ານໄດ້ເລືອກນັ້ນ. ຊີ້ແຈງໃຫ້ຮູ້ສິ່ງທີ່ກ່ຽວກັບ.

1. ______________________
Occupation
ວິຊາອາຊີບ

______________________ ______________________
Employment Outlook — Factor Involved
ການເຄື່ອນໄຫວຂອງຕະຫຼາດການງານ — ສິ່ງທີ່ກ່ຽວຂ້ອງ

2. ______________________
Occupation
ວິຊາອາຊີບ

______________________ ______________________
Employment Outlook — Factor Involved
ການເຄື່ອນໄຫວຂອງຕະຫຼາດການງານ — ສິ່ງທີ່ກ່ຽວຂ້ອງ

3. ______________________
Occupation
ວິຊາອາຊີບ

______________________ ______________________
Employment Outlook — Factor Involved
ການເຄື່ອນໄຫວຂອງຕະຫຼາດການງານ — ສິ່ງທີ່ກ່ຽວຂ້ອງ

RESEARCH ON EMPLOYMENT TRENDS (Cont.)
ການຄົ້ນຄວ້າກັບການງານທີ່ຈະໄປ (ຕໍ່.)

4. ______________________________
Occupation
ວິຊາອາຊີບ

____
Employment Outlook
ການເຄື່ອນໄຫວຂອງວຽກການ

Factor Involved
ສິ່ງທີ່ກ່ຽວຂ້ອງ

5. ______________________________
Occupation
ວິຊາອາຊີບ

____
Employment Outlook
ການເຄື່ອນໄຫວຂອງວຽກການ

Factor Involved
ສິ່ງທີ່ກ່ຽວຂ້ອງ

IDENTIFYING CULTURAL FACTORS

UNIT IV/LESSON 3

OBJECTIVES:

1. Students will identify 3 factors from their own cultures that could influence their career decisions.
2. Students will identify family work patterns in their own cultures.

INSTRUCTOR PREPARATION: Duplicate sufficient copies of Peer Interview (IV-3-SHa), Chart of Indochinese Family Work Patterns (IV-3-SHb), and Career Decision Interview (IV-3-SHc).

PROCEDURE: Large group discussion; interviews in pairs; and small-group discussions.

MATERIALS:

1. Peer Interview (IV-3-SHa)
2. Chart of Indochinese Family Work Patterns (IV-3-SHb)
3. Career Decision Interview (IV-3-SHc)

GUIDELINES:

NOTES:

In-Class Activities

1. Conduct a large-group discussion on cultural influences. Suggested questions:
   a. What are the factors that influence career decisions in your country? Are they the same or different in the U.S.?
   b. Are there career patterns for different age groups? for males? for females?

Share examples of cultural influences on your own career.

GUIDELINES (Cont.):

NOTES:

   c. Who are the people who influence career-decision making in your country? Are they the same or different in the U.S.?

2. Divide class into pairs. Duplicate and distribute sufficient copies of Peer Interview (IV-3-SHa). Ask students to interview each other.

3. Discuss in total group answers to interview questions and the interviews themselves.

4. Divide class into groups of four. Distribute Chart of Indochinese Family Work Patterns (IV-3-SHb). Ask students to fill out chart. When groups are finished, have spokesperson share highlights.

Outside Activity:

1. Have students interview two persons from their country who are working. Complete Career Decision Interview (IV-3-SHc) and turn in completed form.

2. (Optional Activity)
   Ask students to write a biography of one of their parents or grandparents and describe the factors that determined his or her career decision.

3. Have students interview one or more persons who they feel are successful and have achieved their career goals.

GUIDELINES: (Cont.)

NOTES:

REFERENCES AND SUPPLEMENTARY MATERIALS:

Women's Educational Equity Act Program. The Whole Person Book: Toward Self Discovery and Life Options. Washington: U.S. Department of Education.

UNITIV/LESSON 3
IV-3-SHa
CAMBODIAN

PEER INTERVIEW
សម្ភាសន៍សម្លឹងមើលទៅគ្នា

Name of person interviewed ________________________
ឈ្មោះអ្នកដែលត្រូវសម្ភាសន៍

Name of person interviewing ________________________
ឈ្មោះអ្នកដែលសម្ភាសន៍

1. What do you want in your career?
១. តើលោកអ្នកនាងចង់បានអ្វីខ្លះក្នុងការងាររបស់លោកអ្នកនាង?

2. What about your career is most important to you?
២. ក្នុងការងាររបស់លោកអ្នកនាង តើមានអ្វីខ្លះដែលសំខាន់ដល់លោកអ្នកនាងជាងគេ?

Lifestyle ____________________
ជីវភាពរស់នៅ

Income ____________________
ប្រាក់ចំណូល

People you work with ____________________
អ្នកដែលធ្វើការជាមួយលោកអ្នកនាង

Work hours ____________________
ម៉ោងធ្វើការ

Opportunities for community involvement ________
កាលៈទេសៈក្នុងការទាក់ទងជាមួយសហគម

Travel ____________________
ការធ្វើដំណើរ

Other ____________________
ផ្សេងៗទៀត

PEER INTERVIEW (Cont.)
សម្ភាសន៍សមវ័យជាមួយគ្នា (ត)

3. How has your family influenced your career decisions?

៣. តើគ្រួសារលោកអ្នកបានជះឥទ្ធិពលទៅលើសេចក្ដីសម្រេចចិត្តរបស់លោកអ្នកលើមុខរបរ យ៉ាងដូចម្ដេច?

4. Is it important for you to enjoy a career? Why or why not?

៤. តើជាការសំខាន់ទេ ដែលលោកអ្នកមានចិត្តរីករាយក្នុងការប្រកបការងារ?
ហេតុអ្វី ឬទេ?

5. What other factors influence your career?

៥. តើមានកត្តាអ្វីផ្សេងទៀតដែលនាំការប៉ះពាល់ដល់អាជីពលោកអ្នក?

CHART OF INDOCHINESE FAMILY WORK PATTERNS
ការសិក្សាពីលំនាំធ្វើការ របស់ គ្រួសារជនជាតិឥណ្ឌូចិន

A. Complete the chart below:
ក. ចូរបំពេញតារាងខាងក្រោមនេះ : :

	Jobs Held By Men ការងារបុរសធ្វើ	Jobs Held By Women ការងារស្រីធ្វើ
Grandparents ជីដូន - ជីតា		
Parents បិតាមាតា		
Young Adults ក្មេងជំទង់		

CHART OF INDOCHINESE FAMILY WORK PATTERNS (Cont.)

ការគិតនិងលំនាំធ្វើការរបស់គ្រួសារឥណ្ឌូចិន (ត)

B. What are three factors that influence career decisions in your home country?

ខ. ចូរបញ្ជាក់ក្រុមកត្តា ៣ យ៉ាងដែលមានការប៉ះពាល់ដល់សេចក្តីសម្រេចចិត្តក្នុងការប្រកបអាជីពនៅស្រុកកំណើតរបស់លោកអ្នកវិញ ,

1.

2.

3.

C. Which people have the most influence on career decisions in your home country?

គ. តើនរណាខ្លះដែលមានឥទ្ធិពលលើសេចក្តីសម្រេចចិត្តក្នុងការប្រកបអាជីពនៅស្រុកកំណើតរបស់លោកអ្នកវិញ ,

CAREER DECISION INTERVIEW
ការធ្វើសម្ភាសន៍ស្តីអំពីសេចក្តីសម្រេចចិត្តក្នុងការប្រកប ការងារ

Interview #1:
សម្ភាសន៍ទី១:

Culture: ____________ Age: ______ Sex: ____ Job: ________
វប្បធម៌: ____________ អាយុ: ______ ភេទ ____ ការងារ ________

1. Why did you select your occupation?
១. ហេតុដូចម្តេចបានជាលោកអ្នកបានជ្រើសរើសមុខរបររបស់លោកអ្នកហ្នឹង?

2. What about the occupation is most important?
២. តើមុខរបរណាមួយដែលមានសារៈសំខាន់ជាងគេ?

3. What influence did your family have on your career?
៣. តើឥទ្ធិពលអ្វីដែលគ្រួសារលោកអ្នកមានទៅលើការងាររបស់លោកអ្នកហ្នឹង?

4. Do you wish you would have chosen a different occupation? If yes, which one?
៤. តើលោកអ្នកបានចង់ជ្រើសរើសយកការងារណាមួយផ្សេងទៀតទេ? បើចង់ជ្រើសរើស តើលោកអ្នកបានរើសយកការងារណា?

5. Do you think it is important to enjoy your work? Why?
៥. តើលោកអ្នកគិតថាជាការសំខាន់ទេ ដែលលោកអ្នកមានក្តីរីករាយក្នុងការងាររបស់លោកអ្នកហ្នឹង? ព្រោះហេតុអ្វី?

6. Who was the most influential person in your career decisions?
៦. តើនរណាជាអ្នកដែលមានឥទ្ធិពលជាងគេបំផុតលើសេចក្តីសម្រេចចិត្តក្នុងការប្រកបការងាររបស់លោកអ្នកហ្នឹង?

CAREER DECISION INTERVIEW (Cont.)
សេចក្ដីសម្ភាសន៍ស្ដីពីសេចក្ដីសម្រេចចិត្តក្នុងការប្រកបការងារ (ត)

Interview #2:
សម្ភាសន៍ទី២:

Culture: ________________ Age: _____ Sex: _____ Job: ___________
វប្បធម៌: អាយុ: ភេទ: ការងារ:

1. Why did you select your occupation?

១. ហេតុដូចម្ដេចបានជាលោកអ្នកបានជ្រើសរើសមុខរបររបស់លោកអ្នក?

2. What about the occupation is most important?

២. តើមុខរបរណាមួយដែលមានសារៈសំខាន់ជាងគេ?

3. What influence did your family have on your career?

៣. តើឥទ្ធិពលអ្វីដែលគ្រួសារលោកអ្នកបានមានទៅលើការងាររបស់លោកអ្នក?

4. Do you wish you would have chosen a different occupation? If yes, which one?

៤. តើលោកអ្នកបានចង់ជ្រើសរើសយកការងារណាមួយផ្សេងទៀតដែរឬទេ?
បើចង់ជ្រើសរើស តើលោកអ្នកបានរើសយកការងារណា?

5. Do you think it is important to enjoy your work? Why?

៥. តើលោកអ្នកបានគិតថាជាការសំខាន់ដែរ ដែលលោកអ្នកបានត្រូវមានចិត្តរីករាយក្នុងការងាររបស់លោកអ្នក? ព្រោះហេតុអ្វី?

6. Who was the most influential person in your career decisions?

៦. តើនរណាជាអ្នកដែលមានឥទ្ធិពលជាងគេលើសេចក្ដីសម្រេចចិត្តក្នុងការប្រកបការងាររបស់លោកអ្នក?

PEER INTERVIEW
PHỎNG VẤN NHỮNG NGƯỜI CÙNG NHÓM

Name of person interviewed ______________________________
Tên người được phỏng vấn

Name of person interviewing ______________________________
Tên người phỏng vấn

1. What do you want in your career?
   Bạn muốn gì trong nghề nghiệp bạn ?

2. What about your career is most important to you?
   Điều gì, về nghề nghiệp, quan trọng nhất đối với bạn ?

Lifestyle ______________________________
Lối sống

Income ______________________________
Lợi tức

People you work with ______________________
Những người cùng làm việc

Work hours ______________________________
Giờ làm việc

Opportunities for community involvement ________
Những cơ hội liên quan đến cộng đồng

Travel ______________________________
Đi đây, đi đó

Other ______________________________
Điều khác

PEER INTERVIEW (Cont.)
PHỎNG VẤN (t.t)

3. How has your family influenced your career decisions?
   Gia đình bạn đã ảnh hưởng đến quyết định nghề nghiệp của bạn như thế nào ?

4. Is it important for you to enjoy a career? Why or why not?
   Sự kiện bạn ưa thích công việc có quan trọng không ? Tại sao ?

5. What other factors influence your career?
   Những yếu tố nào khác ảnh hưởng đến nghề nghiệp bạn ?

CHART OF INDOCHINESE FAMILY WORK PATTERNS
NHỮNG MẪU MỰC LÀM VIỆC CỦA MỘT GIA ĐÌNH NGƯỜI ĐÔNG DƯƠNG

A. Complete the chart below:
Hãy điền vào bản dưới đây :

	Jobs Held By Men Công việc do đàn ông làm	Jobs Held By Women Công việc do đàn bà làm
Grandparents Ông bà		
Parents Cha mẹ		
Young Adults Lớp trẻ đã thành niên		

CHART OF INDOCHINESE FAMILY WORK PATTERNS (Cont.)
NHỮNG MẪU MỰC LÀM VIỆC CỦA MỘT GIA ĐÌNH ĐÔNG DƯƠNG (t.t)

B. What are three factors that influence career decisions in your home country?
Kể ra ba yếu tố ảnh hưởng đến quyết định nghề nghiệp tại xứ bạn.

1.

2.

3.

C. Which people have the most influence on career decisions in your home country?
Tại xứ bạn những người nào có ảnh hưởng nhiều nhất đến quyết định nghề nghiệp ?

CAREER DECISION INTERVIEW
PHỎNG VẤN VỀ QUYẾT ĐỊNH NGHỀ NGHIỆP

Interview #1:
Phỏng vấn số 1 :

Culture: ____________________ Age: ________ Sex: _____ Job: ___________
Văn hóa : Tuổi : Nam, nữ : Việc làm :

1. Why did you select your occupation?
   Tại sao bạn chọn công việc bạn dang làm ?

2. What about the occupation is most important?
   Điều gì quan trọng nhất trong công việc ?

3. What influence did your family have on your career?
   Gia dình đã có ảnh hưởng nào đến nghề nghiệp của bạn ?

4. Do you wish you would have chosen a different occupation? If yes, which one?
   Bạn có nghĩ rằng lế ra bạn nên chọn một công việc khác hay không ?
   Nếu có, đó là công việc nào ?

5. Do you think it is important to enjoy your work? Why?
   Bạn có nghĩ rằng sự ưa thích công việc là quan trọng không ?
   Tại sao ?

6. Who was the most influential person in your career decisions?
   Ai là người có ảnh hưởng nhiều nhất đến quyết định nghề nghiệp của bạn ?

CAREER DECISION INTERVIEW (Cont.)
PHONG VAN VE QUYET DINH NGHE NGHIEP (t.t)

Interview #2:
Phong vấn số 2 :

Culture: ____________ Age: ______ Sex: ______ Job: ____________
Văn hoá Tuổi Nam, nữ Việc làm

1. Why did you select your occupation?
   Tại sao bạn chọn công việc bạn đang làm ?

2. What about the occupation is most important?
   Điều gì quan trọng nhất trong công việc ?

3. What influence did your family have on your career?
   Gia đình đã có ảnh hưởng nào đến nghề nghiệp của bạn ?

4. Do you wish you would have chosen a different occupation? If yes, which one?
   Bạn có nghĩ rằng lẽ ra bạn nên chọn một công việc khác hay không ? Nếu có, đó là công việc nào ?

5. Do you think it is important to enjoy your work? Why?
   Bạn có nghĩ sự ưa thích công việc là quan trọng hay không ? Tại sao ?

6. Who was the most influential person in your career decisions?
   Ai là người có ảnh hưởng nhiều nhất đến quyết định nghề nghiệp của bạn ?

UNIT IV/LESSON 3
IV-3-SHa
LAOTIAN

PEER INTERVIEW
ການສໍາພາດແບບໜຶ່ງ

Name of person interviewed ______________________________
ຊື່ຂອງຄົນສໍາພາດ

Name of person interviewing ______________________________
ຊື່ຂອງຄົນທີ່ສໍາພາດ

1. What do you want in your career?
ສິ່ງໃດທີ່ເຈົ້າຕ້ອງການໃນອາຊີບເຈົ້າ?

2. What about your career is most important to you?
ສິ່ງໃດທີ່ສໍາຄັນທີ່ສຸດກ່ຽວກັບອາຊີບຂອງເຈົ້າ?

Lifestyle ______________________
ການຢູ່ການກິນ

Income ______________________
ລາຍໄດ້

People you work with ______________________
ບຸກຄົນທີ່ເຈົ້າເຮັດວຽກນໍາ

Work hours ______________________
ເວລາເຮັດການ

Opportunities for community involvement ________
ໂອກາດສະເພາະເຮັດວຽກກັບໝູ່ບ້ານ

Travel ______________________
ທ່ອງທ່ຽວ

Other ______________________
ອັນອື່ນ

PEER INTERVIEW (Cont.)
ການສໍາພາດແບບໝູ່ (ຕໍ່)

3. How has your family influenced your career decisions?
ຄອບຄົວ ທ່ານໄດ້ ບັງຄັບ ໃນການ ເລືອກອາຊີບ ບໍ່?

4. Is it important for you to enjoy a career? Why or why not?
ມັນເປັນ ການສໍາຄັນ ແກ່ທ່ານ ຈະໄປ ມັກ ອາຊີບ ທ່ານ ບໍ່! ດ້ວຍເຫດໃດ
ຫຼືວ່າ ດ້ວຍເຫດໃດຈຶ່ງບໍ່?

5. What other factors influence your career?
ມີສິ່ງໃດ ອີກ ທີ່ ບັງຄັບ ກ່ຽວກັບ ອາຊີບທ່ານ?

UNIT IV/LESSON 3
IV-3-SHb
LAOTIAN

CHART OF INDOCHINESE FAMILY WORK PATTERNS
ແບບແຜນຂອງວິທີເຮັດວຽກຂອງຄອບຄົວຊາວອິນໂດຈີນ

A. Complete the chart below:
ຈົ່ງຂຽນແບບແຜນຢູ່ທາງລຸ່ມນີ້

	Jobs Held By Men ວຽກການທີ່ເຮັດດວັນຜູ້ຊາຍ	Jobs Held By Women ວຽກການທີ່ເຮັດດວັນຜູ້ຍິງ
Grandparents ພໍ່ເຖົ້າແມ່ເຖົ້າ		
Parents ພໍ່ແມ່		
Young Adults ຄົນໜຸ່ມ		

CHART OF INDOCHINESE FAMILY WORK PATTERNS (Cont.)
ແບບແຜນ ຂອງວິທີເຮັດວຽກ ຂອງຄອບຄົວ ຊາວອິນໂດຈີນ (ຕໍ່.)

B. What are three factors that influence career decisions in your home country?
ສິ່ງທີ່ບັງຄັບສາມຢ່າງ ກ່ຽວກັບການເລືອກອາຊີບ ຢູ່ໃນບ້ານເມືອງຂອງທ່ານ?

1.

2.

3.

C. Which people have the most influence on career decisions in your home country?
ບຸກຄົນໃດ ທີ່ມີ ບັງຄັບຫຼາຍ ກ່ຽວກັບເລືອກອາຊີບ ຢູ່ໃນບ້ານເມືອງຂອງທ່ານ?

UNIT IV/LESSON 3
IV-3-SHc
LAOTIAN

CAREER DECISION INTERVIEW
ສໍາພາດໃນການຕັດສິນຂອງອາຊີບ.

Interview #1:
ການສໍາພາດ #1:

Culture: ____________ Age: ________ Sex: _____ Job: __________
ວັທນະທັມ ອາຍຸ ເພດ ງານ

1. Why did you select your occupation?
ດ້ວຍເຫດໃດ ເຈົ້າຈຶ່ງ ເລືອກວິຊາອາຊີບຂອງເຈົ້າ ນີ້?

2. What about the occupation is most important?
ວິຊາອາຊີບ ສິ່ງໃດ ທີ່ສໍາຄັນ ທີ່ສຸດ?

3. What influence did your family have on your career?
ການບັງຄັບ ບ່ງໃດ ທີ່ ຄອບຄົວ ເຈົ້າ ມີຕໍ່ ອາຊີບ ເຈົ້າ?

4. Do you wish you would have chosen a different occupation?
If yes, which one?
ເຈົ້າ ຄິດ ປາຖນາ ເລືອກວິຊາອາຊີບ ທີ່ຕ່າງ ກັນບໍ່?
ຖ້າວ່າແມ່ນ, ອັນໃດ?

5. Do you think it is important to enjoy your work? Why?
ເຈົ້າ ຄິດວ່າ ມັນສໍາຄັນ ບໍ່ທີ່ ເຈົ້າ ມັກວຽກເຈົ້າ? ດ້ວຍເຫດໃດ?

6. Who was the most influential person in your career decisions?
ໃຜເປັນ ຜູ້ທີ່ບັງຄັບ ໃນການ ເລືອກ ອາຊີບຂອງເຈົ້າ?

CAREER DECISION INTERVIEW (Cont.)
ສໍາພາດໃນການຕັດສິນຂອງອາຊີບ (ຕໍ່.)

Interview #2:
ການສໍາພາດ #2:

Culture: ____________ Age: ______ Sex: ______ Job: ____________
ວັທນາທັມ ອາຍຸ ເພດ ງານ.

1. Why did you select your occupation?
   ດ້ວຍເຫດໃດ ເຈົ້າຈຶ່ງ ເລືອກ ວິຊາອາຊີບຂອງເຈົ້ານີ້ ?

2. What about the occupation is most important?
   ວິຊາອາຊີບສິ່ງໃດທີ່ສໍາຄັນທີ່ສຸດ ?

3. What influence did your family have on your career?
   ການບັງຄັບຢ່າງໃດທີ່ຄອບຄົວ ເຈົ້າ ມີຕໍ່ ອາຊີບ ເຈົ້າ ?

4. Do you wish you would have chosen a different occupation? If yes, which one?
   ເຈົ້າ ຄິດ ປາຖນາຈະເລືອກ ວິຊາອາຊີບ ທີ່ຕ່າງກັນບໍ່ ? ຖ້າວ່າແມ່ນ, ອັນໃດ?

5. Do you think it is important to enjoy your work? Why?
   ເຈົ້າ ຄິດວ່າ ມັນສໍາຄັນ ບໍ່ ທີ່ເຈົ້າ ມັກວຽກເຈົ້າ ? ດ້ວຍເຫດໃດ?

6. Who was the most influential person in your career decisions?
   ໃຜເປັນຜູ້ທີ່ບໍ່ບັງຄັບ ໃນດ້ານເລືອກອາຊີບຂອງເຈົ້າ ?

TAKING A SECOND LOOK AT DESIRED LIFE STYLES

UNIT IV/LESSON 4

OBJECTIVES:

1. Students will review the idea of lifestyle introduced in earlier lesson.
2. Students will identify advantages and disadvantages of several occupations in terms of lifestyle.

INSTRUCTOR PREPARATION: Duplicate Occupational Rankings (IV-4-SHa), Case Study: Thuy and Thien N. (IV-4-SHb), and What Do You Want From Your Job? (IV-4-SHc).

PROCEDURE: Completion of worksheets followed by discussion.

MATERIALS:

1. Occupational Rankings (IV-4-SHa)
2. Case Study: Thuy and Thien N. (IV-4-SHb)
3. What Do You Want From Your Job? (IV-4-SHc)
4. Newsprint
5. Marker pens

GUIDELINES:

NOTES:

In-Class Activities

1. Review definition of lifestyle from earlier lesson (Unit II/ Lesson 4). Ask volunteers to share what they would like as their lifestyles.
2. Distribute Occupational Rankings (IV-4-SHa), and have students complete rankings. Discuss results.

GUIDELINES (Cont.):

NOTES:

a. Why did you rank the American occupations in that way?

b. Is there any agreement or disagreement among you?

c. Do males or females usually hold these jobs?

d. What lifestyles are associated with the occupations?

e. What are some advantages and disadvantages of each one?

3. On chalkboard, write factors related to jobs that contribute to a lifestyle. Have students brainstorm ideas, for example:

   - Income
   - Location of work
   - Hours
   - Relationships with people
   - Responsibilities
   - Travel requirements
   - Leisure time
   - Civic/community involvement

   Present idea that the same occupation can lead to different lifestyles for different people.

4. Distribute the Case Study: Thuy and Thien N. (IV-4-SHb). Discuss the Nguyens' lifestyle, including advantages and disadvantages.

Outside Activity:

Have students complete What Do You Want From Your Job? (IV-4-SHc).

REFERENCES AND SUPPLEMENTARY MATERIALS:

Leeman, C., Project Director. Career Decision-Making, A Process Guide. Antioch, Calif: July 1981.

UNIT IV/LESSON 4
IV-4-SHa
CAMBODIAN

OCCUPATIONAL RANKINGS

1. Rank the following jobs by placing a "1" in front of the American occupation you feel is the best and continue numbering in order of preference.

១. ចូរកត់លំដាប់ការងារខាងក្រោមនេះ តាមលំដាប់ ដោយដាក់លេខ "១" នៅពីមុខការងារអាមេរិកាំងណាដែលអ្នកយល់ថាល្អជាងគេ ហើយដាក់លេខ ២-៣ រៀងរហូតតាមការងារ ដែលអ្នកយល់ថាល្អជាងបន្ទាប់បន្សំ ។

_____ Electronics assembler
អ្នកតម្លើងគ្រឿងអេឡិចត្រូនិក

_____ Physician
គ្រូពេទ្យ

_____ Engineer
វិស្វករ

_____ Real estate salesperson
អ្នកលក់អចលនទ្រព្យ

_____ Small business owner
ម្ចាស់ហាងលក់បន្តិចបន្តួច

_____ Lawyer
មេធាវី

_____ Salesperson
អ្នកលក់ដូរ

_____ Carpenter
ជាងឈើ

_____ Restaurant worker
អ្នកធ្វើការនៅភោជនីយដ្ឋាន

_____ Banker
នាយធនាគារ

_____ Police officer
នាយកប៉ូលិស

_____ Nurse
គិលានុបដ្ឋាក

_____ Teacher
គ្រូបង្រៀន

_____ Secretary
លេខាធិការ

_____ Store owner
ម្ចាស់ហាង

_____ Farmer
កសិករ

OCCUPATIONAL RANKINGS (Cont.)
ការរៀបចំថ្នាក់មុខរបរ (ត)

2. Make a list of occupations from your own country and rank them.

២. ចូរធ្វើបញ្ជីឈ្មោះមុខរបរដែលមាននៅក្នុងប្រទេសរបស់លោកអ្នករាល់គ្នា ហើយរៀបចំមុខរបរទាំងនោះតាមលំដាប់ ។

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CASE STUDY: THUY AND THIEN N.

ការសិក្សារឿង: ធុយ និង ធៀន

Thuy and Thien N. live in San Jose with their three children. Thien recently got a job as an electronics assembler in a company in Sunnyvale, ten miles away. His hours are from 6:30 a.m. to 3:30 p.m. Thuy works as a hospital custodian from 3:30 p.m. to 12:00 midnight. She must take the bus to the hospital, which is ten miles away. When both are gone, they leave their two children with Thuy's mother.

ធុយ និង ធៀន នៅសាន់ហូសេជាមួយកូនរបស់គេ បីនាក់ ។ ធៀនធ្វើការជាអ្នកតម្លើងគ្រឿងអេឡិចត្រូនិក នៅក្រុមហ៊ុនមួយនៅសាន់នីវែល ដែលឆ្ងាយពីលំនៅ ដប់ម៉ាយល៍ពីផ្ទះគាត់នៅ ។ ម៉ោងធ្វើការរបស់គាត់ គឺពីម៉ោង ៦:៣០ ព្រឹក ដល់ម៉ោង ៣:៣០ ល្ងាច ។ ចំពោះធុយ ធ្វើការជាអ្នកបោសសំអាតនៅមន្ទីរពេទ្យមួយ ចាប់ពីម៉ោង ៣:៣០ ល្ងាច ទៅដល់ម៉ោង ១២ យប់ ។ ធុយត្រូវជិះរថយន្តក្រុង (ឡាន) ទៅធ្វើការ ដែលនៅឆ្ងាយពីផ្ទះ ដប់ម៉ាយល៍ ។ ពេលអ្នកទាំងពីរនាក់ចេញទៅធ្វើការ គេផ្ញើកូនពីរនាក់នៅជាមួយម្តាយរបស់ធុយ ។

Analyze the Nguyens' lifestyle in terms of:
ចូរធ្វើវិភាគ ពីជីវភាពរបស់ធុយ និង ធៀន ស្ដីពី:

1. Hours of work
១. ម៉ោងធ្វើការ
2. Travel requirements
២. សេចក្តីត្រូវការក្នុងការធ្វើដំណើរ
3. Leisure time
៣. ពេលសម្រាក
4. Location of work
៤. ទីកន្លែងធ្វើការ
5. Income
៥. ប្រាក់ចំណូល
6. Family life
៦. ជីវិតគ្រួសារ

UNIT IV/LESSON 4
IV-4-SHc
CAMBODIAN

WHAT DO YOU WANT FROM YOUR JOB?

តើលោកអ្នកចង់បានអ្វីៗ ពីការងាររបស់លោក
អ្នកខ្លះ?

A. Income Benefits

ក. ប្រាក់ចំណូលផ្សេងៗ

1. Financial income ______________________

១. ចំណូលជាប្រាក់

2. Fringe benefits ______________________

២. ប្រាក់បំណាច់

3. Opportunities for advancement ______________________

៣. ឱកាសដើម្បីបានឡើងប្រាក់ខែ

B. Working Conditions

ខ. លក្ខខណ្ឌៈធ្វើការ

1. Location ______________________

១. កន្លែង

2. Hours ______________________

២. ម៉ោង

3. Interactions with other people ______________________

៣. ការទាក់ទងជាមួយអ្នកដទៃ

4. Travel ______________________

៤. ការធ្វើដំណើរ

C. Type of Work

គ. ប្រភេទការងារដែលប្រកប

1. Main activities done on the job ______________________

១. សកម្មភាពដ៏សំខាន់ទៅក្នុងការងារ.

2. Abilities used ______________________

២. សមត្ថភាពដែលបានប្រើ

3. Interests involved ______________________

៣. ការទាក់ទងក្នុងការចាប់អារម្មណ៍

D. Other

ឃ. ផ្សេងៗ

1. Opportunities for leisure time ______________________

១. ឱកាសទំនេរក្នុងពេលសម្រាក

2. Opportunities for civic/community involvement ______________________

២. ឱកាសនៈ សម្រាប់ពលករ / ការជួយជ្រោមក្នុងសហគមន៍

OCCUPATIONAL RANKINGS

1. Rank the following jobs by placing a "1" in front of the American occupation you feel is the best and continue numbering in order of preference.

Sắp hạng những việc làm sau đây bằng cách viết số "1" vào trước một việc làm ở Hoa-Kỳ mà bạn cảm thấy tốt nhất và tiếp tục đánh số theo thứ tự ưa chuộng.

_____ Electronics assembler
Thợ ráp nối điện tử

_____ Physician
Bác sĩ

_____ Engineer
Kỹ sư

_____ Real estate salesperson
Người bán địa ốc

_____ Small business owner
Chủ nhân tiểu doanh nghiệp

_____ Lawyer
Luật sư

_____ Salesperson
Người bán hàng

_____ Carpenter
Thợ mộc

_____ Restaurant worker
Nhân công tiệm ăn

_____ Banker
Nhân viên ngân hàng

_____ Police officer
Cảnh sát viên

_____ Nurse
Y tá

_____ Teacher
Giáo sư

_____ Secretary
Thư ký

_____ Store owner
Chủ tiệm

_____ Farmer
Nông dân

OCCUPATIONAL RANKINGS (Cont.)
SẢP HANG CỐNG VIỆC (t.t)

2. Make a list of occupations from your own country and rank them.
Lập mốt bản kế những việc làm ở xủ bạn và sắp hạng chưng ?

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CASE STUDY: THUY AND THIEN N.

TRƯỜNG HỢP ĐIỂN HÌNH : THỦY VÀ THIỆN N.

Thuy and Thien N. live in San Jose with their three children. Thien recently got a job as an electronics assembler in a company in Sunnyvale, ten miles away. His hours are from 6:30 a.m. to 3:30 p.m. Thuy works as a hospital custodian from 3:30 p.m. to 12:00 midnight. She must take the bus to the hospital, which is ten miles away. When both are gone, they leave their two children with Thuy's mother.

Thủy và Thiện N. hiện sống ở San Jose với ba con. Mới đây Thiện xin được việc làm thợ ráp nối điện tử trong một công ty ở Sunnyvale, cách nơi họ ở mười dặm. Giờ làm việc của ông ta bắt đầu từ 6 giờ 30 sáng đến 3 giờ 30 chiều. Thủy làm lao công bệnh viện từ 3 giờ 30 chiều đến 12 giờ đêm. Bà ta đến bệnh viện, cách nhà mười dặm, bằng xe buýt. Khi cả hai đều vắng nhà, họ gửi con cho mẹ Thủy.

Analyze the Nguyens' lifestyle in terms of:
Phân tích lối sống của gia đình này theo các tiêu chuẩn :

1. Hours of work
   Giờ làm việc
2. Travel requirements
   Nhu cầu di chuyển
3. Leisure time
   Thời giờ nhàn rỗi
4. Location of work
   Địa điểm làm việc
5. Income
   Lợi tức
6. Family life
   Đời sống gia đình

WHAT DO YOU WANT FROM YOUR JOB?
BẠN MUỐN GÌ NƠI CÔNG VIỆC LÀM ?

A. Income Benefits
Lợi tức

1. Financial income ____
   Lợi tức tài chánh

2. Fringe benefits ____
   Quyền lợi phụ

3. Opportunities for advancement ______________________________
   Cơ hội thăng tiến

B. Working Conditions
Điều kiện làm việc

1. Location ____
   Địa điểm

2. Hours ____
   Giờ làm việc

3. Interactions with other people. ____________________________
   Sự giao tiếp với người khác

4. Travel ____
   Di chuyển

C. Type of Work
Loại việc làm

1. Main activities done on the job ____________________________
   Những hoạt động chính trong công việc

2. Abilities used ____
   Những khả năng được xử dụng

3. Interests involved ____________________________________
   Quyền lợi (quan tâm) liên quan

D. Other
Những yếu tố khác

1. Opportunities for leisure time, ____________________________
   Cơ hội để có thời gian nhàn rỗi

2. Opportunities for civic/community involvement ________________
   Cơ hội để tham dự vào cộng đồng

OCCUPATIONAL RANKINGS

1. Rank the following jobs by placing a "1" in front of the American occupation you feel is the best and continue numbering in order of preference.
   ຈົ່ງລຽງຕາມລຳດັບຂອງວຽກການນີ້ ໂດຍໃຊ້ນຳເບີ ໜຶ່ງ ໃສ່ທາງໜ້າ. ຂອງວິຊາ ອາຊີບ ຂອງ ອາເມຣິກາ ທີ່ທ່ານຄິດວ່າ ເໝາະສົມ ທີ່ສຸດຂອງທ່ານ ແລະ ໃຊ້ນຳເບີ ເປັນລຳດັບຕໍ່ໄປ

_____ Electronics assembler
ຜູ້ປະກອບເຄື່ອງໄຟຟ້າ

_____ Physician
ທ່ານໝໍ

_____ Engineer
ວິສາວະກອນ

_____ Real estate salesperson
ນາຍໜ້າຂາຍດິນ

_____ Small business owner
ເຈົ້າຂອງການຄ້າຂາຍນ້ອຍ

_____ Lawyer
ທະນາຍຄວາມ

_____ Salesperson
ຜູ້ຂາຍເຄື່ອງ

_____ Carpenter
ຊ່າງໄມ້

_____ Restaurant worker
ຜູ້ເຮັດການ ຢູ່ຮ້ານອາຫານ

_____ Banker
ຜູ້ເຮັດການຢູ່ທະນາຄານ

_____ Police officer
ເຈົ້າໜ້າທີ່ຕຳຣວດ

_____ Nurse
ນາງໝໍ

_____ Teacher
ນາຍຄູ

_____ Secretary
ເລຂາ

_____ Store owner
ເຈົ້າຂອງຮ້ານ

_____ Farmer
ຊາວນາ

OCCUPATIONAL RANKINGS (Cont.)
ການຈັດວິຊາອາຊີບ (ຕໍ່.)

2. Make a list of occupations from your own country and rank them.
ຈົ່ງຂຽນວິຊາອາຊີບ ມາຈາກເມືອງທ່ານ ແລະຈັດເປັນລໍາດັບ.

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CASE STUDY: THUY AND THIEN N.
ບົດຮຽນ ທາຍ ແລະ ທຽນ ນ.

Thuy and Thien N. live in San Jose with their three children. Thien recently got a job as an electronics assembler in a company in Sunnyvale, ten miles away. His hours are from 6:30 a.m. to 3:30 p.m. Thuy works as a hospital custodian from 3:30 p.m. to 12:00 midnight. She must take the bus to the hospital, which is ten miles away. When both are gone, they leave their two children with Thuy's mother.

ທາຍ ແລະ ທຽນ ນ. ຢູ່ທີ່ ຊານໂຮເຊ ພ້ອມ ກັບລູກສາມ ຄົນ. ໄວໆນີ້ ທຽນໄດ້ງານ ເປັນ ຄົນ ປະກອບ ເຄື່ອງໄຟ ຟ້າ ຢູ່ ບໍລິສັດ ນຶ່ງ ຢູ່ Sunnyvale, 10 ມາຍຈາກ ບ້ານ ລາວ. ຊົ່ວໂມງ ວຽກ ຂອງລາວ ແມ່ນ ຈາກ 6:30 ຕອນເຊົ້າ ເຖິງ 6:30 ຕອນແລງ. ທາຍ ເປັນ ຄົນທຳຄວາມສະອາດ ຢູ່ໂຮງໝໍ ເລີ່ມ ແຕ່ 3:30 ຕອນແລງໄປເຖິງ 12 ທ່ຽງ ຄືນ. ລາວຈະຕ້ອງ ນັ່ງລົດ ບັສໄປໂຮງ ໝໍ ໃນ ລະຍະ 10 ມາຍ. ເມື່ອ ເວລາ ສອງຄົນ ຂະເຈົ້າ ໄປ ເຮັດການລູກ ຂະເຈົ້າ ສອງ ຄົນ ກໍຢູ່ ນຳແມ່ ຂອງ ທາຍ.

Analyze the Nguyens' lifestyle in terms of:
ແບ່ງສ່ວນ ລະອຽດ ກ່ຽວກັບ ການຢູ່ ການກິນ ຂອງ ຫງຽນ ບົນໃນສະຖານ :

1. Hours of work
   ຊົ່ວໂມງ ທີ່ ເຮັດການ
2. Travel requirements
   ການໄປມາ ທີ່ຕ້ອງການ
3. Leisure time
   ເວລາ ສະໜຸກສະໜານ
4. Location of work
   ບ່ອນ ທີ່ ເຮັດການ
5. Income
   ລາຍໄດ້
6. Family life
   ຊີວິດ ຂອງ ຄອບຄົວ

UNIT IV/LESSON 4
IV-4-SHc
LAOTIAN

WHAT DO YOU WANT FROM YOUR JOB?
ສິ່ງໃດທີ່ທ່ານຕ້ອງການຈາກງານຂອງທ່ານ?

A. Income Benefits
ລາຍໄດ້ທີ່ເພີ່ມເຕີມ

1. Financial income ______________________
ລາຍໄດ້ຄ່າໃຊ້ຈ່າຍ
2. Fringe benefits ______________________
ລາຍໄດ້ທີ່ມາຈາກບໍ່ຣິສັດແກ່ກົງງານ
3. Opportunities for advancement ______________________
ໂອກາດທີ່ຈະຂຶ້ນຊັ້ນ

B. Working Conditions
ສະພາບບ່ອນເຮັດການ

1. Location ______________________
ສະຖານທີ່
2. Hours ______________________
ເວລາ
3. Interactions with other people ______________________
ການຕິດຕໍ່ກັບບຸກຄົນອື່ນໆ
4. Travel ______________________
ການໄປມາ

C. Type of Work
ແບບຢ່າງຂອງການ

1. Main activities done on the job ______________________
ວຽກທີ່ສາຄັນຂອງງານ
2. Abilities used ______________________
ຄວາມສາມາດທີ່ໃຊ້
3. Interests involved ______________________
ຄວາມສົນໃຈກັບ

D. Other,
ສິ່ງອື່ນ

1. Opportunities for leisure time ______________________
ໂອກາດຕໍ່ເວລາສນຸກ
2. Opportunities for civic/community involvement ______________________
ໂອກາດຕໍ່ລວບລວມກັບຈຸງໝູ່ບ້ານ

IDENTIFYING OCCUPATIONAL STEREOTYPES UNIT IV/LESSON 5

OBJECTIVES:

1. Students will identify 5 jobs traditionally held by men and 5 jobs traditionally held by women.
2. Students will identify 5 sex-stereotyped attitudes toward women and 5 sex-stereotyped attitudes toward men.

INSTRUCTOR PREPARATION:

Duplicate sufficient copies of What Can I Do? (IV-5-SHa), Occupational Stereotypes (IV-5-SHb), and Occupational Stereotypes Interview (IV-5-SHc).

PROCEDURE:

Completion of worksheets followed by large-group discussion.

MATERIALS:

1. What Can I Do? (IV5-5-SHa)
2. Occupational Stereotypes (IV-5-SHb)
3. Occupational Stereotypes Interview (IV-5-SHc)
4. Large sheets of newsprint or poster paper
5. Marker pens

GUIDELINES:

Notes:

In Class Activities

1. Distribute What Can I Do? (IV-5-SHa). Read directions aloud, and have students complete the exercise. Discuss students' responses.

GUIDELINES: (Cont.)

NOTES:

2. Distribute Occupational Stereotypes (IV-5-SHb). Review definition of stereotype. Divide class into male/female groups of 4-6 students each. Have each group list on newsprint the jobs usually held by men and women in Indochina and jobs usually held by men and women in America.

3. Discuss students' charts. Suggested questions:

   a. Do men in Indochina hold similar jobs to men in America?

   b. Do women in Indochina hold similar jobs to women in America?

   c. Do men's jobs generally require more or less education? Why?

   d. Do men's or women's jobs have more status?

   e. Can any distinctions be made according to the kind of work (working with people, data, things?)

   f. Could some jobs be done by both men and women?

   g. What adjectives in English usually describe women? men?

   h. What is sex-role stereotyping?

   i. What stereotyped attitudes are there towards women? men?

GUIDELINES (Cont.):

NOTES:

j. Is the role of women changing in Indochina? Why?

k. Is the role of women changing in America? Why?

Outside Activities:

1. Ask students to complete Occupational Stereotypes Interviews (IV-5-SHc).
2. (Optional Activity) Have students complete Television Stereotypes Survey (IV-5-SHd).

REFERENCES AND SUPPLEMENTARY MATERIALS:

WHAT CAN I DO?
តើខ្ញុំអាចធ្វើអ្វីបាន?

1. In the first column, check all the things you do or would like to do.

១. នៅក្នុងជួរទីមួយ ត្រូវគូសធីកលើការងារទាំងឡាយដែលលោកអ្នកបានធ្វើ ឬ ចង់ធ្វើ ។

2. In the second column, write M if you think the activity is only for males, F if you think the activity is only for females, and B if you think both males and females can do it.

២. នៅក្នុងជួរទីពីរ ត្រូវសរសេរអក្សរ M បើលោកអ្នកយល់ថា ការងារនោះសម្រាប់តែប្រុសធ្វើ ។ ត្រូវសរសេរអក្សរ F បើលោកអ្នកយល់ថា ការងារនោះសម្រាប់តែស្រីធ្វើ ហើយត្រូវសរសេរអក្សរ B បើលោកអ្នកយល់ថា ការងារនោះទាំងប្រុសទាំងស្រីធ្វើបាន

_____ _____ go to college
ទៅរៀននៅមហាវិទ្យាល័យ

_____ _____ cook dinner
ដាំស្ល

_____ _____ paint a room
លាបបន្ទប់មួយ

_____ _____ sew clothes
ដេរខោអាវ

_____ _____ play soccer
លេងកីឡាបាល់ទាត់

_____ _____ go fishing
ទៅស្ទូចត្រី

_____ _____ build a table
ធ្វើតុមួយ

_____ _____ take an auto mechanics class
រៀនខាងកែម៉ាស៊ីនយន្ត

_____ _____ knit a sweater
ចាក់អាវយឺតមួយ

_____ _____ change a tire
ប្តូរកង់រថយន្ត

_____ _____ attend art classes
រៀនគំនូរសិល្បៈ

WHAT CAN I DO? (Cont.)
តើខ្ញុំអាចធ្វើអ្វីបាន (ត)

______	______	take care of children មើលថែរក្សាកូន
______	______	fix a bicycle កែទោចក្រយាន
______	______	clean the house បោសសំអាតផ្ទះ
______	______	wash dishes លាងចាន
______	______	make friends ចងមិត្តភាពនឹងអ្នកដទៃ
______	______	budget money ធ្វើបញ្ជីថវិកា
______	______	write a report សរសេរសេចក្ដីរាយការ
______	______	work outside the home ធ្វើការនៅក្រៅផ្ទះ
______	______	plant a garden ដាំបន្លែ

a. How many of the above activities do you do or would you like to do? _____

ក. តើលោកអ្នកធ្លាប់ធ្វើកិច្ចការខាងលើ ឬ ចង់ធ្វើសកម្មភាពប៉ុន្មានមុខ?

b. How many did you give an M? _______

ខ. តើលោកអ្នកបានដាក់លេខ M ប៉ុន្មាន?

c. How many did you give an F? _______

គ. តើលោកអ្នកបានដាក់លេខ F ប៉ុន្មាន?

d. How many did you give a B? _______

ឃ. តើលោកអ្នកបានដាក់លេខ B ប៉ុន្មាន?

OCCUPATIONAL STEREOTYPES
ការស្គាល់ទូទៅមុខការងារ

1. Name five jobs usually held by men in Vietnam, Cambodia, or Laos.
១. ចូរបញ្ជាក់ប្រាប់ការងារប្រាំមុខដែលប្រុសៗធ្វើនៅវៀតណាម, កម្ពុជា និងលាវ

A.

B.

C.

D.

E.

2. Name five jobs usually held by women in Vietnam, Cambodia, or Laos.
២. ចូរបញ្ជាក់ប្រាប់ការងារប្រាំមុខដែលស្រីៗធ្វើនៅវៀតណាម, កម្ពុជា និងលាវ

A.

B.

C.

D.

E.

3. Name five jobs usually held by men in America.
៣. ចូរបញ្ជាក់ប្រាប់ការងារប្រាំមុខដែលប្រុសៗធ្វើនៅប្រទេសអាមេរិក

A.

B.

C.

D.

E.

OCCUPATIONAL STEREOTYPES (Cont.)
ការសន្និដ្ឋានមុខរបរជាមុន (ត)

4. Name five jobs usually held by women in America.

៤. ចូរបញ្ជាក់ប្រាំមុខការងារដែលស្ត្រីធ្លាប់ធ្វើនៅសហរដ្ឋអាមេរិក

A.

B.

C.

D.

E.

UNITIV/LESSON 5
IV-5-SHc

CAMBODIAN

OCCUPATIONAL STEREOTYPES INTERVIEW

សម្ភាសន៍ទៅការស្រង់មុខរបរគំរូ

DIRECTIONS: 1. Choose four persons (Indochinese* male, American male, Indochinese* female, American female) to interview.
សេចក្ដីណែនាំ: ១. ជ្រើសមនុស្សបួននាក់ (ប្រុសជនជាតិឥណ្ឌូចិន, ប្រុសអាមេរិកាំង, ស្រីជនជាតិឥណ្ឌូចិន, ស្រីអាមេរិកាំងដើម្បីធ្វើសម្ភាសន៍

2. Ask the questions listed on the chart.
២. សួរនូវសំនួរដែលមាននៅក្នុងតារាង

3. Complete the blanks in the chart.
៣. បំពេញចន្លោះទទេដែលគួរសរសេរនៅក្នុងតារាង

Questions សំនួរ	Interview #1 Male - Indochinese សម្ភាសន៍ទី១ ប្រុស - ជនជាតិឥណ្ឌូចិន	Interview #2 Male - American សម្ភាសន៍ទី២ ប្រុស - អាមេរិកាំង	Interview #3 Female - Indochinese សម្ភាសន៍ទី៣ ស្រី - ជនជាតិឥណ្ឌូចិន	Interview #4 Female - American សម្ភាសន៍ទី៤ ស្រី - អាមេរិកាំង
What are some good jobs for women? តើមានការងារអ្វីខ្លះដែលល្អសំរាប់ស្រីទេ ?				
What are some good jobs for men? តើមានការងារអ្វីខ្លះដែលល្អសំរាប់ប្រុសទេ ?				

*Specify country or nationality.

OCCUPATIONAL STEREOTYPES SURVEY

[illegible]

DIRECTIONS: Watch three television programs. For each program, notice the occupations represented and whether these occupations are held by males or females.

សេចក្ដីណែនាំ: ចូរមើលទូរទស្សន៍បីកម្មវិធី ។ ក្នុងកម្មវិធីនីមួយៗ ចូរកត់សំគាល់ពីមុខរបរ ដែលបង្ហាញនៅ ហើយមុខរបរនោះៗ ត្រូវបុរស ឬ ស្ត្រីជាអ្នកធ្វើ ។

Name of Television Program ឈ្មោះកម្មវិធីទូរទស្សន៍	Occupations Represented តំណាងមុខរបរ	male/female ប្រុស/ស្រី
1.		
2.		
3.		

WHAT CAN I DO?
TÔI CÓ THỂ LÀM GÌ ?

1. In the first column, check all the things you do or would like to do.
   Trong cột thứ nhất, đánh dấu vào tất cả những điều bạn làm hoặc thích làm .

2. In the second column, write M if you think the activity is only for males, F if you think the activity is only for females, and B if you think both males and females can do it.
   Trong cột thứ nhì, ghi chữ M nếu bạn nghĩ là công việc này chỉ dành cho đàn ông, chữ F nếu bạn nghĩ là công việc chỉ dành cho đàn bà, chữ B nếu bạn nghĩ là cả đàn ông lẫn đàn bà đều có thể làm .

______	______	go to college theo học đại học
______	______	cook dinner nấu ăn
______	______	paint a room sơn nhà
______	______	sew clothes may quần áo
______	______	play soccer chơi bóng tròn
______	______	go fishing đi câu cá
______	______	build a table đóng một cái bàn
______	______	take an auto mechanics class theo học lớp sửa xe
______	______	knit a sweater đan áo
______	______	change a tire thay võ xe
______	______	attend art classes theo học lớp vẽ nghệ thuật

WHAT CAN I DO? (Cont.)
TÔI CÓ THỂ LÀM GÌ ? (t.t)

______ ______ take care of children
săn sóc trẻ em

______ ______ fix a bicycle
sửa xe đạp

______ ______ clean the house
lau nhà

______ ______ wash dishes
rửa chén bát

______ ______ make friends
kết thân

______ ______ budget money
ước tính chi tiêu

______ ______ write a report
viết một baó cáo

______ ______ work outside the home
làm việc ngoài trời

______ ______ plant a garden
trồng cây

a. How many of the above activities do you do or would you like to do? _____
Trong các hoạt động kể trên, có bao nhiêu hoạt động bạn làm hay thích làm?

b. How many did you give an M? ______
Có bao nhiêu công việc bạn ghi chữ M ?

c. How many did you give an F? ______
Có bao nhiêu công việc bạn ghi chữ F ?

d. How many did you give a B? ______
Có bao nhiêu công việc bạn ghi chữ B ?

OCCUPATIONAL STEREOTYPES
QUAN NIỆM CHUNG VỀ CÔNG VIỆC

1. Name five jobs usually held by men in Vietnam, Cambodia, or Laos.
Kể ra năm việc làm thường dành cho đàn ông tại Việt Nam,Cao Miền hay Lào.

A.

B.

C.

D.

E.

2. Name five jobs usually held by women in Vietnam, Cambodia, or Laos.
Kể ra năm việc làm thường dành cho đàn bà tại Việt Nam, Cao Miền hay Lào.

A.

B.

C.

D.

E.

3. Name five jobs usually held by men in America.
Kể ra năm việc làm thường dành cho đàn ông ở Mỹ.

A.

B.

C.

D.

E.

OCCUPATIONAL STEREOTYPES (Cont.)
QUAN NIỆM CHUNG VỀ CÔNG VIỆC (t.t)

4. Name five jobs usually held by women in America.
   Kể ra năm việc làm thường dành cho đàn bà ở Mỹ.

   A.

   B.

   C.

   D.

   E.

OCCUPATIONAL STEREOTYPES INTERVIEW
PHỎNG VẤN QUAN NIỆM CHUNG VỀ NGHỀ NGHIỆP

DIRECTIONS:
CHỈ DẪN :

1. Choose four persons (Indochinese male*, American male, Indochinese female*, American female) to interview.
   Chọn bốn người (đàn ông Đông Dương*, đàn ông Mỹ, đàn bà Đông Dương*, đàn bà Mỹ) để phỏng vấn.
2. Ask the questions listed on the chart.
   Hỏi những câu hỏi ghi trong bản.
3. Complete the blanks in the chart.
   Điền vào những khoảng trống trong bản.

Questions Câu hỏi	Interview #1 Male - Indochinese Phỏng vấn số 1 Đàn ông - Đông dg	Interview #2 Male - American Phỏng vấn số 2 Đàn ông - Mỹ	Interview #3 Female - Indochinese Phỏng vấn số 3 Đàn bà- Đông dương	Interview #4 Female - American Phỏng vấn số 4 Đàn bà - Mỹ
What are some good jobs for women? Những việc làm nào là việc làm tốt đối với đàn bà ?				
What are some good jobs for men? Những việc làm nào là việc làm tốt đối với đàn ông ?				

*Specify country or nationality.

IV-5-SHd
VIETNAMESE

OCCUPATIONAL STEREOTYPES SURVEY
NGHIÊN CỨU QUAN NIỆM CHUNG VỀ CÔNG VIỆC

DIRECTIONS: Watch three television programs. For each program, notice the occupations represented and whether these occupations are held by males or females.

Name of Television Program Tên của Chương trình Truyền hình	Occupations Represented Công việc được giới thiệu	male/female đán ông/ đán bá
1.		
2.		
3.		

UNIT IV/LESSON 5
IV-5-SHa
LAOTIAN

WHAT CAN I DO?
ສິ່ງໃດຂ້າພະເຈົ້າເຮັດໄດ້?

1. In the first column, check all the things you do or would like to do.
   ຢູ່ແຖວທີ່ນຶ່ງໝາຍ, ທຸກໆສິ່ງທີ່ທ່ານຢາກເຮັດ.

2. In the second column, write M if you think the activity is only for males, F if you think the activity is only for females, and B if you think both males and females can do it.
   ຢູ່ແຖວທີ່ສອງຈົ່ງຂຽນ M ຖ້າວ່າທ່ານຄິດວ່າວຽກນີ້ແມ່ນສະເພາະຜູ້ຊາຍ, ຂຽນ F. ຖ້າທ່ານຄິດວ່າວຽກນີ້ແມ່ນຂອງຜູ້ຍິງ. ແລະຂຽນ B ຖ້າທ່ານຄິດວ່າວຽກນີ້ຜູ້ຍິງແລະຜູ້ຊາຍກໍເຮັດໄດ້

______ ______ go to college
ໄປເຂົ້າວິທະຍາລັຍ

______ ______ cook dinner
ຄົວກິນ

______ ______ paint a room
ທາສີຫ້ອງ

______ ______ sew clothes
ຫຍິບເຄື່ອງນຸ່ງ

______ ______ play soccer
ເຕະບານ

______ ______ go fishing
ຕຶກປາ

______ ______ build a table
ສ້າງໂຕະໜ່ວຍນຶ່ງ

______ ______ take an auto mechanics class
ຮຽນແປງລົດ

______ ______ knit a sweater
ຖັກເສື້ອໜາວ

______ ______ change a tire
ປ່ຽນຢາງລົດ

______ ______ attend art classes
ໄປເຂົ້າຮຽນສິລປະ

WHAT CAN I DO? (Cont.)
ສິ່ງໃດຂ້າພະເຈົ້າເຮັດໄດ້ (ຕໍ່)

______ ______ take care of children
ເບິ່ງແຍງເດັກນ້ອຍ

______ ______ fix a bicycle
ແປງລົດຖີບ

______ ______ clean the house
ມ້ຽນເຮືອນ

______ ______ wash dishes
ລ້າງຖ້ວຍ

______ ______ make friends
ພົບພູ່ກູ່

______ ______ budget money
ງົບມານເງິນ

______ ______ write a report
ຂຽນລາຍງານ

______ ______ work outside the home
ເຮັດວຽກຢູ່ນອກເຮືອນ

______ ______ plant a garden
ເຮັດສວນ

a. How many of the above activities do you do or would you like to do?______
ມີຈໍານວນວຽກຈັກຢ່າງ ທີ່ທ່ານເຮັດ ຫຼືວ່າ ປາກເຮັດ ຢູ່ທັງເທິງນີ້ ? ______

b. How many did you give an M? ______
M ຫຼາຍປານໃດ ທີ່ທ່ານເອົາ?

c. How many did you give an F? ______
F ຫຼາຍປານໃດ ທີ່ທ່ານເອົາ?

d. How many did you give a B? ______
B ຫຼາຍປານໃດ ທີ່ທ່ານເອົາ?

UNIT IV/LESSON 5
IV-5-SHh
LAOTIAN

OCCUPATIONAL STEREOTYPES

ວິຊາ ລະບົບຄິດໄວ້ແກ່ເພດຍິງ/ເພດຊາຍ
ໂດຍບໍ່ຄິດເຖິງຄວາມສາມາດ

1. Name five jobs usually held by men in Vietnam, Cambodia, or Laos.
ຈົ່ງຂຽນວຽກຫ້າຢ່າງ ຕາມປົກຕິແລ້ວ ເຮັດກັບຜູ້ຊາຍຢູ່ວຽດນາມ, ເຂມນຫຼືລາວ.

A.

B.

C.

D.

E.

2. Name five jobs usually held by women in Vietnam, Cambodia, or Laos.
ຈົ່ງຂຽນວຽກຫ້າຢ່າງ ຕາມປົກຕິແລ້ວ ເຮັດກັບຜູ້ຍິງ ຢູ່ວຽດນາມ, ເຂມນຫຼືລາວ

A.

B.

C.

D.

E.

3. Name five jobs usually held by men in America.
ຈົ່ງຂຽນວຽກຫ້າຢ່າງ ຕາມປົກຕິແລ້ວ ເຮັດກັບ ຜູ້ຊາຍຢູ່ໃນອາເມຣິກາ

A.

B.

C.

D.

E.

OCCUPATIONAL STEREOTYPES (Cont.)
ວິຊາອາຊີບໂດຍບໍ່ຄຶດເຖິງ (ຕໍ່)
ຄວາມສາມາດ

4. Name five jobs usually held by women in America.
ຈົ່ງຂຽນວຽກຫ້າປະເພດ ອີກທີ ແລ້ວເຮັດກັບຜູ້ຍິງຢູ່ໃນອາເມຣິກາ

A.

B.

C.

D.

E.

UNITIV/LESSON 5
IV-5-SHc
LAOTIAN

OCCUPATIONAL STEREOTYPES INTERVIEW
ການສຳພາດໃນວິຊາອາຊີບ ໂດຍບໍ່ຄິດເຖິງຄວາມສາມາດຂອງແຕ່ລະຄົນ

DIRECTIONS:
ການຊີ້ແຈງ:

1. Choose four persons (Indochinese* male, American male, Indochinese* female, American female) to interview.
   ຈົ່ງເລືອກ 4 ຄົນ (ຊາວອິນດູຈີນ* ຊາຍ , ຊາຍອາເມຣິກັນ, ຊາວອິນດູຈີນ* ຍິງ, ອາເມຣິກັນ
2. Ask the questions listed on the chart.
   ຖາມຄຳຖາມທີ່ຂຽນໄວ້ໃນແບບແຜນ.
3. Complete the blanks in the chart.
   ຂຽນໃຫ້ໝົດຂອງຊອງເປົ່າໃນແບບແຜນ.

Questions ຄຳຖາມ	Interview #1 Male - Indochinese ສຳພາດ #1 ຊາຍ - ຊາວອິນດູຈີນ	Interview #2 Male - American ສຳພາດ #2 ຊາຍ ອາເມຣິກັນ	Interview #3 Female - Indochinese ສຳພາດ #3 ຍິງ - ຊາວອິນດູຈີນ	Interview #4 Female - American ສຳພາດ #4 ຍິງ - ອາເມຣິກັນ
What are some good jobs for women? ງານທີ່ແມ່ນງານອັນໃດແດ່ສະລັບຜູ້ຍິງ				
What are some good jobs for men? ງານທີ່ແມ່ນງານອັນໃດແດ່ສະລັບຜູ້ຊາຍ				

*Specify country or nationality.
ເວົ້າໃຫ້ແຈ່ມແຈ້ງກ່ຽວກັບເມືອງແລະຊົນຊາດ

UNITIV/LESSON 5
IV-5-SHd
LAOTIAN

OCCUPATIONAL STEREOTYPES SURVEY

ການກວດເບິ່ງຂອງວິຊາອາຊີບໂດຍບໍ່ຄິດເຖິງຄວາມສາມາດຂອງແຕ່ຄົນລະຄົນ

DIRECTIONS: Watch three television programs. For each program, notice the occupations represented and whether these occupations are held by males or females.

ການຊີ້ແຈງ: ຈົ່ງເບິ່ງລາຍການໂທລະທັດສາມບັ້ງ ສະເພາະແຕ່ລະລາຍການ ຈົ່ງລະວັງເບິ່ງວິຊາອາຊີບທີ່ກ່ຽວນັ້ນວ່າແມ່ນ ວິຊາອາຊີບທີ່ເປັນຂອງຜູ້ຍິງ ຫຼື ຜູ້ຊາຍ

Name of Television Program ຊື່ຂອງລາຍການໂທລະທັດ	Occupations Represented ການສະເໜີວິຊາອາຊີບ	male/female ຊາຍ / ຍິງ
1.		
2.		
3.		

IDENTIFYING NON-TRADITIONAL OCCUPATIONS UNIT IV/LESSON 6

OBJECTIVES:

1. Students will identify non-traditional occupations in the U.S. and compare them to occupations in Indochina.
2. Students will write a report about a non-traditional occupation.

INSTRUCTOR PREPARATION:

1. Duplicate Job Sort Cards (IV-6-SHa)--one set of each group of 4 students.
2. Review Job Sort Instructor's Guide (IV-6-IHa).

PROCEDURE:

Mini-lecture followed by playing of Job Sort games and discussion.

MATERIALS:

1. Job Sort Cards (IV-6-SHa)
2. Job Sort Instructor's Guide (IV-6-IHa).

GUIDELINES:

Notes:

In Class-Activities

1. Introduce the concept of non-traditional occupations for men and women. Ask volunteers to identify examples of non-traditional occupations in the U.S. and in their home countries.
2. Divide class into groups of 4 students each. Distribute one set of Job Sort Cards to each group.
3. Go over the 3 types of pictures (occupations, location, and activity).

Be certain that students understand

GUIDELINES (Cont.):	NOTES:
	what each picture represents.
4. Discuss which adults are pictured in non-traditional occupations.	Note differences among U.S. and different Indochinese countries.
5. Explain how to play 'Making Job Sets', (See Job Sets Instructor's Guide, IV-6-IHa). Demonstrate a job set, and have students play.	
6. Explain 'People at Work'. (See Job Sort Instructor's Guide), and demonstrate. Have students play.	
7. Encourage students to show the results.	
Optional Activity:	
Invite a male or female from a non-traditional occupation to speak to the class. Have students ask questions suggested in 'Outside Activities' below.	Try to invite an Indochinese person.
Outside Activity:	
1. Have students interview one person in a non-traditional occupation, and write a paragraph about the occupation. Suggested questions: • Why did you select this occupation? • What on-the-job problems do you face as a male or female? • Do you like your job?	Students can copy questions from chalkboard.

GUIDELINES (Cont.):

NOTES:

- Would you choose this occupation again?

2. Ask students to find a picture in a magazine showing a man or woman in a non-traditional occupation and write a paragraph about the occupation, including their own feelings about working in that occupation.

REFERENCES AND SUPPLEMENTARY MATERIALS:

Kaseberg, N., Kreinberg, N., and Downie, D. Equals. Berkeley, Calif.: Lawrence Hall of Science, University of California, 1980.

Women's Educational Equity Program. The Whole Person Book: Toward Self-Discovery and Life Options. Washington: U.S. Department of Education.

JOB SORT INSTRUCTOR'S GUIDE*

The JOB SORT deck consists of 54 cards picturing occupations, work locations, and activities people do in their occupations. JOB SORT illustrates the variety of activities involved in most jobs, and the number of different places that people with the same occupation can work.

A number of rummy-type or matching games can be played with the JOB SORT deck. Two descriptions have been included to give you an idea of how the cards might be used. Both games, JOB SORT I and II, are noncompetitive. Students themselves will have to determine if a story or description of a "Job Set" is reasonable. No attempt is made to have a "winner" in the games. These and other activities with the JOB SORT deck should draw upon students' own observations and knowledge as much as possible.

You are encouraged to make up your own rules to fit the level of your students or the objectives you wish to meet.

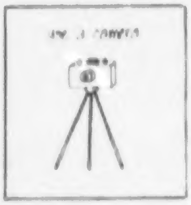
JOB SORT I

Making "Job Sets" (1-4 players)

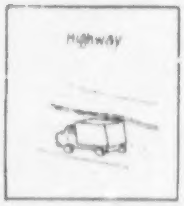
1. Sort the occupation cards, the location cards and the activity cards into separate piles.
2. Each player chooses one occupation card for the game. Set the remaining occupation cards aside.
3. Shuffle the other two piles separately and place each face down in the center of the playing area.
4. The first player draws the top card from each pile and tries to describe a "Job Set" with his or her occupation card.

EXAMPLE:

Geologist



Use a Camera



Highway

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*Reproduced with permission from Use EQUALS To Promote the Participation Of Women in Mathematics, copyright © 1980 by the Regents, University of California, Lawrence Hall of Science.

JOB SORT INSTRUCTOR'S GUIDE (Cont.)

The geologist takes a picture of the rock slide along the highway so he/she can help the highway department fix the road.

If the student can describe how a worker in that occupation uses the activity at the indicated place of work, he or she has a Job Set and keeps the two cards. If the student cannot describe a Job Set, he or she discards the two cards and draws once more.

5. The next player now draws the top cards from the location and activity piles and describes a Job Set.
6. Play continues until the location cards and the activity cards are all drawn.

JOB SORT II

People at Work (3-4 players)

1. Remove the 18 occupation cards from the JOB SORT deck. Shuffle the occupation cards and place three face up in the playing area. Set aside the remaining occupation cards.
2. Shuffle the activity and location cards together. Deal six to each player.
3. Player to the left of the dealer chooses two of his or her cards that, with one of the occupations in the playing area, makes a complete "Job Set" (occupation, location, activity). That student lays down the two cards by the occupation card and gives a description or story of the job.

   EXAMPLES:

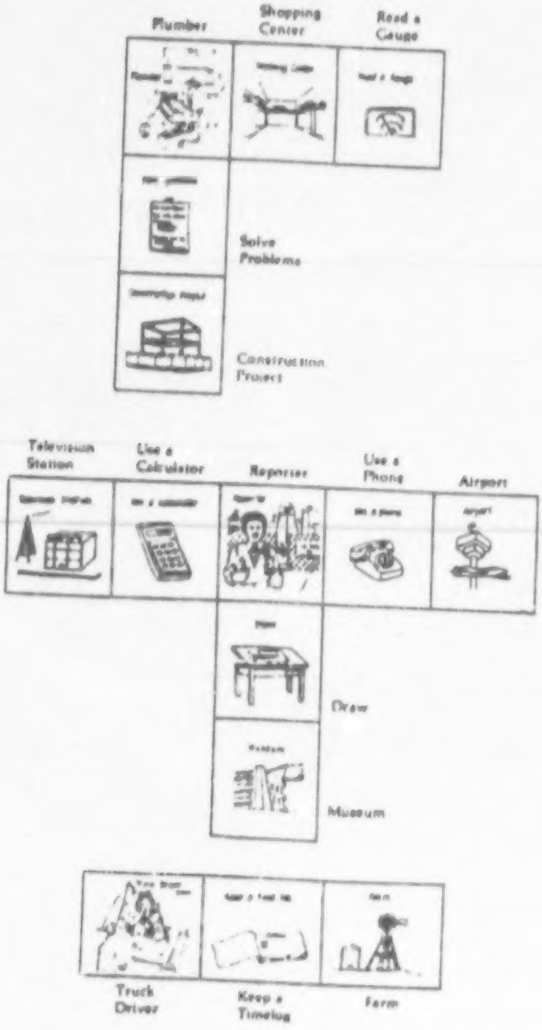
   The plumber reads a gauge on the fire sprinkler system in the shopping center.

   The truck driver keeps a time log of his/her driving hours while hauling cattle from the farm.

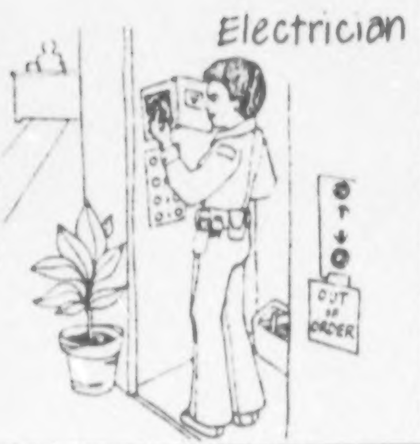
4. The next player chooses two of his or her cards to match with one of the three occupations. The player may play on any of the sides of the occupation cards that remain empty. If the student cannot play, for any reason, he or she draws two more cards and tries to play again.

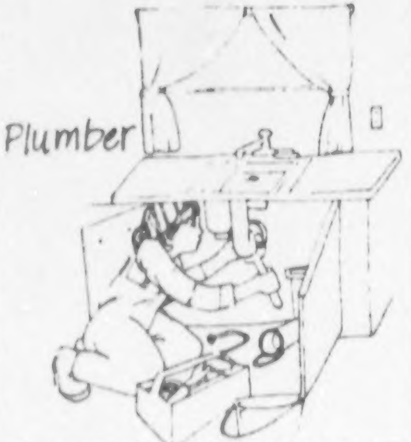
JOB SORT INSTRUCTOR'S GUIDE (Cont.)

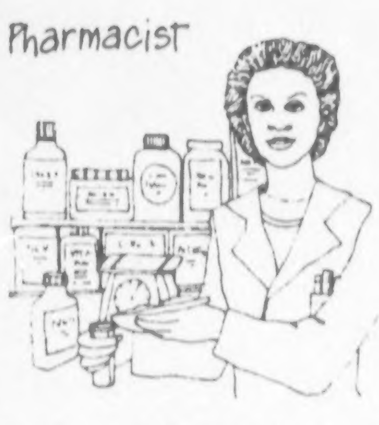
Playing area after six plays:

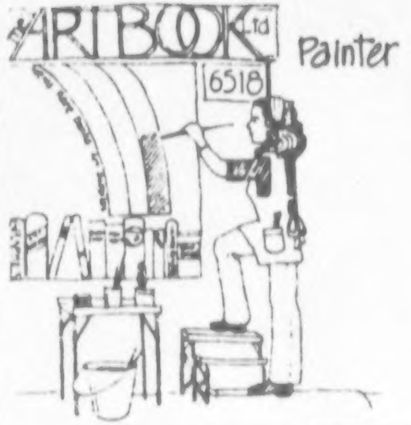

Plumber
Shopping Center
Read a Gauge
Solve Problems
Construction Project
Television Station
Use a Calculator
Reporter
Use a Phone
Airport
Draw
Museum
Truck Driver
Keep a Timelog
Farm

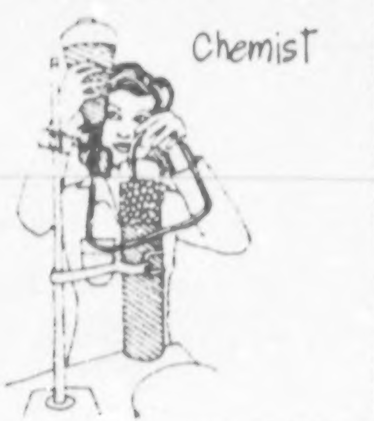
UNIT IV/LESSON 6
IV-6-SHa

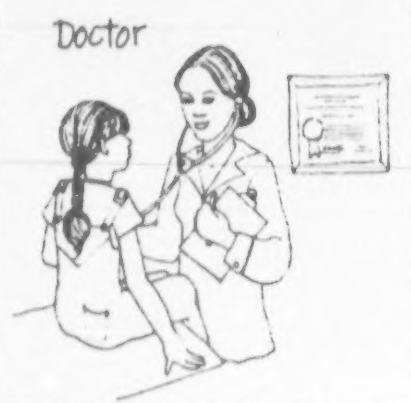

Electrician
OUT OF ORDER

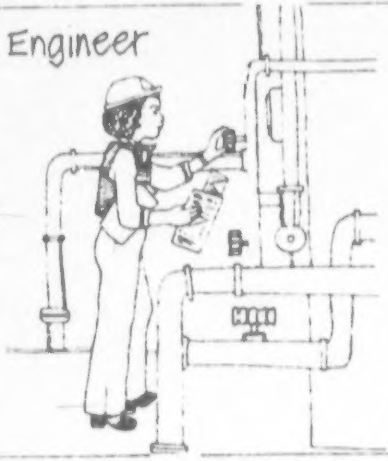

Plumber

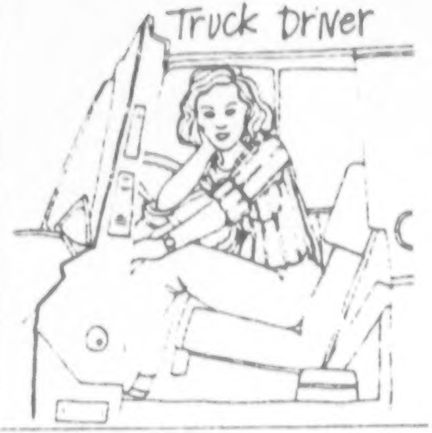

Pharmacist

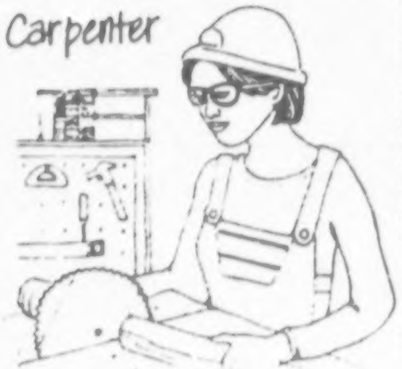

Painter
ART BOOK ltd
6518

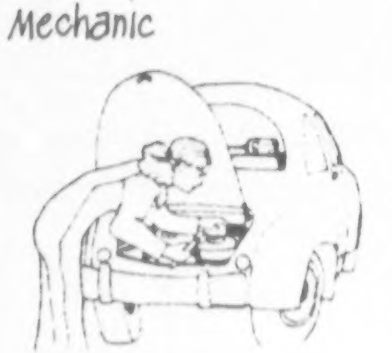

Chemist

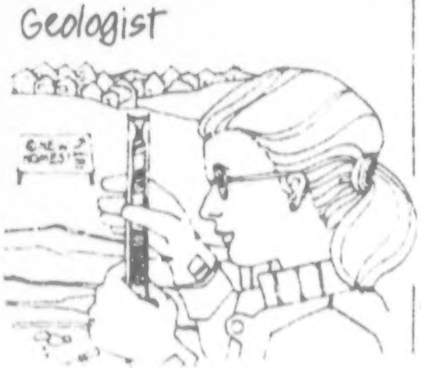

Doctor

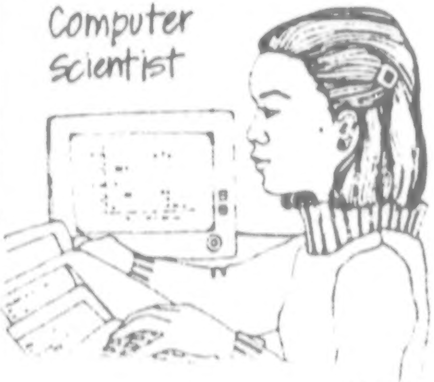

Engineer


Truck Driver


Carpenter

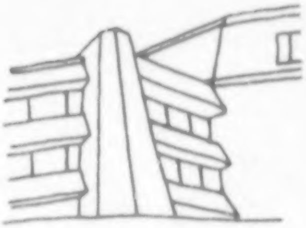

Mechanic


Geologist

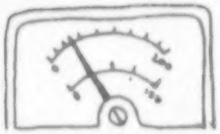

Computer Scientist

UNIT IV/LESSON 6
IV-6-SHa

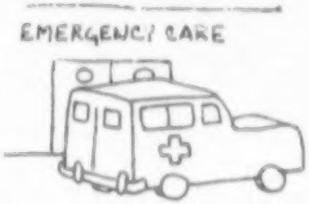
Museum



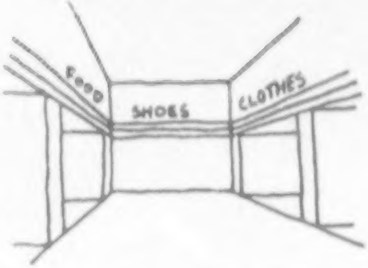
Read a Gauge



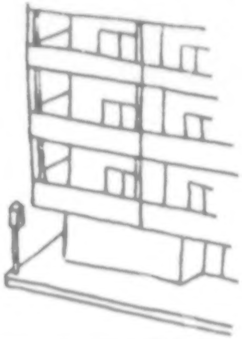
Hospital


EMERGENCY CARE

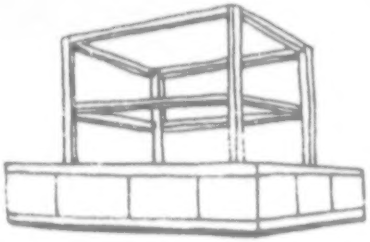
Shopping Center


FOOD
SHOES
CLOTHES

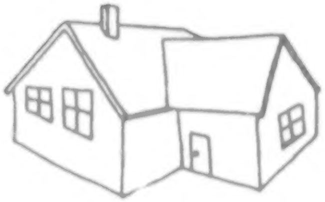
Apartment Building



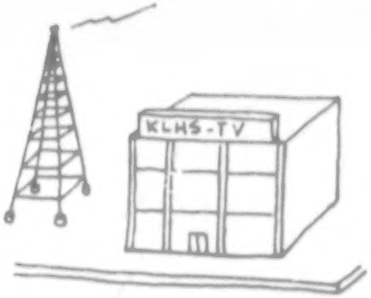
Construction Project



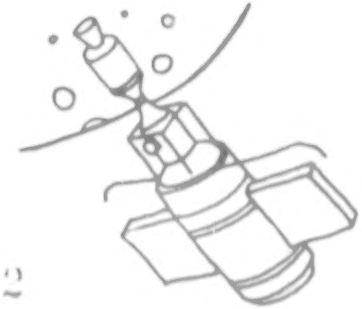
House



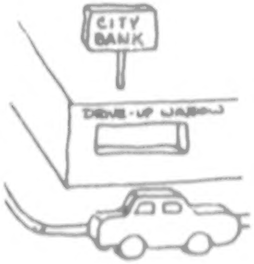
Television Station



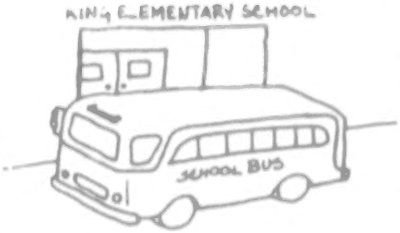
SkyLab



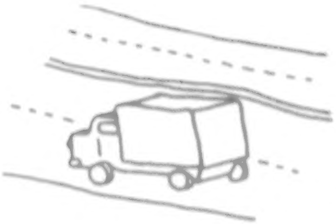
Bank


CITY BANK
DRIVE-UP WINDOW

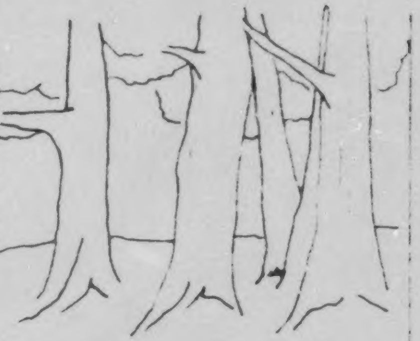
School


KING ELEMENTARY SCHOOL
SCHOOL BUS

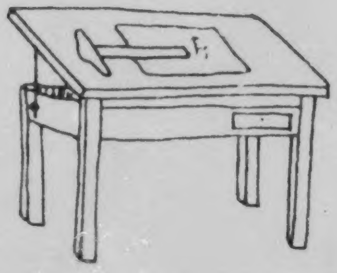
Highway



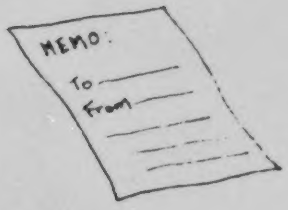
Outdoors



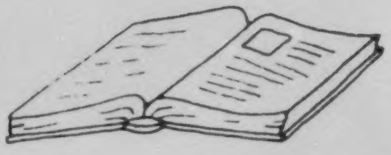
Draw



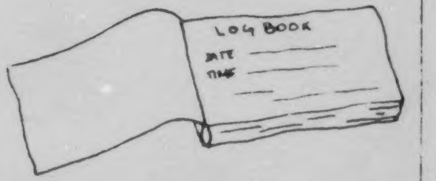
Write


MEMO:
To
From

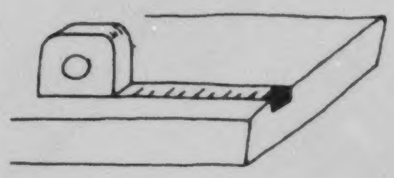
Read



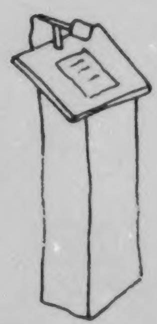
Keep a time log


LOG BOOK
DATE
TIME

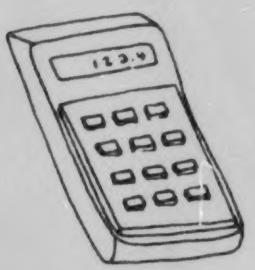
Measure



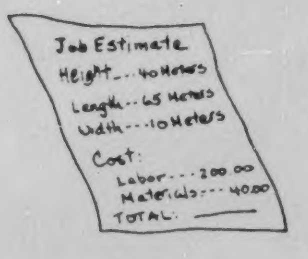
Make a report



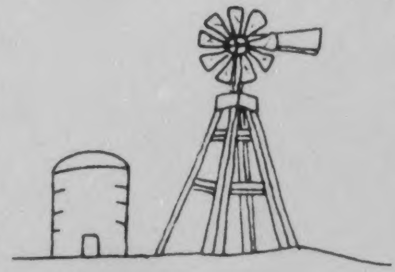
Use a calculator



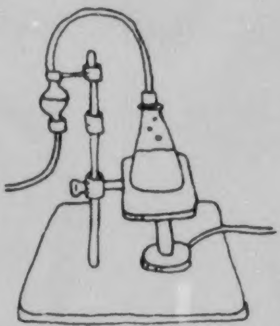
Use numbers


Job Estimate
Height...40 Meters
Length...65 Meters
Width...10 Meters
Cost:
Labor....200.00
Materials....40.00
TOTAL:

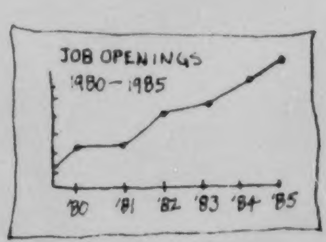
Farm



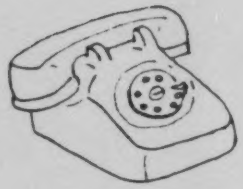
Laboratory



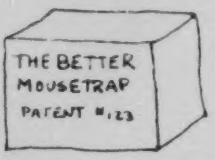
Read a graph


JOB OPENINGS
1980 – 1985
'80
'81
'82
'83
'84
'85

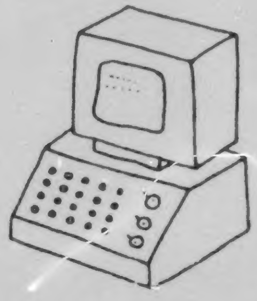
Use a phone



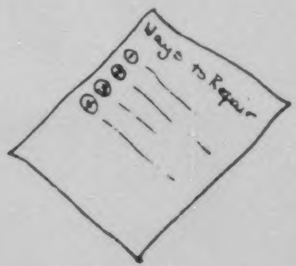
Invent


THE BETTER
MOUSETRAP
PATENT #123

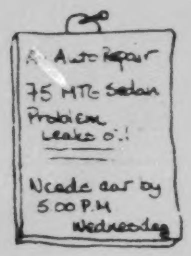
Use a computer



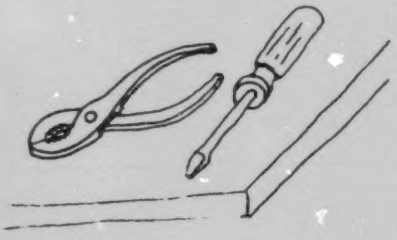
Think of ideas


Ways to Repair

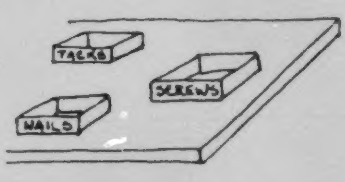
Solve problems


A. Auto Repair
'75 MTC Sedan
Problem
Leaks oil
Needs car by
5:00 P.M.
Wednesday

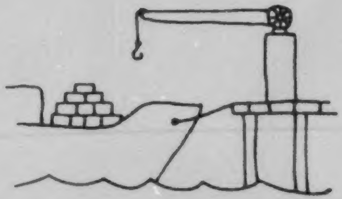
Use tools



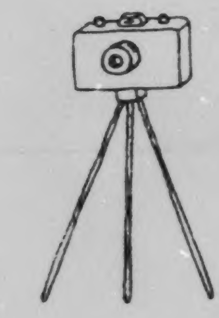
Sort Objects


TACKS
SCREWS
NAILS

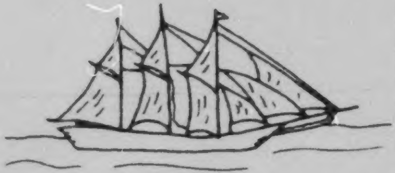
Port



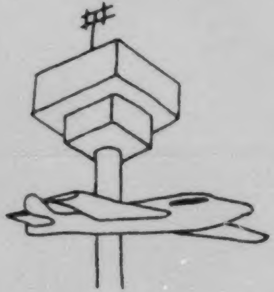
Use a camera



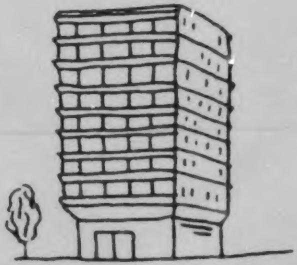
On the Ocean



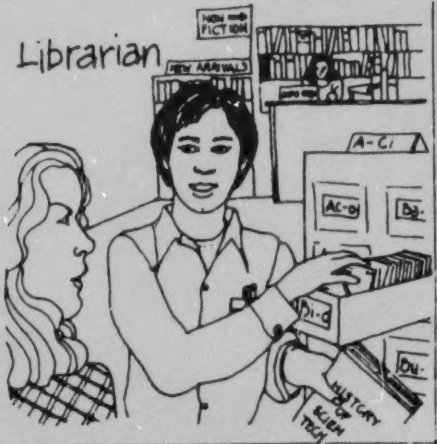
Airport



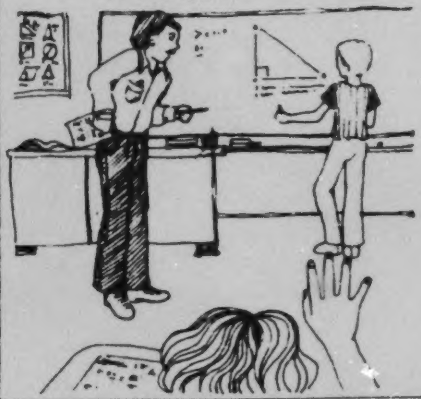
Office Building



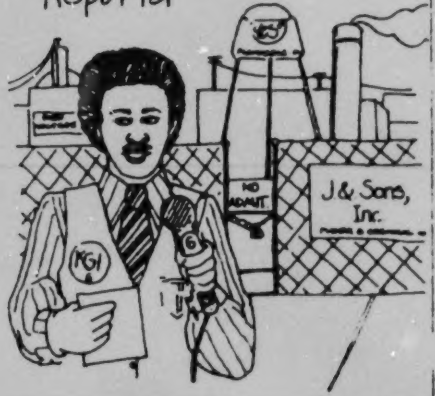
Librarian


NEW FICTION
NEW ARRIVALS
A-Ci
AC-Ai
Bg-
Di-G
Du-
HISTORY OF SCIEN TECH

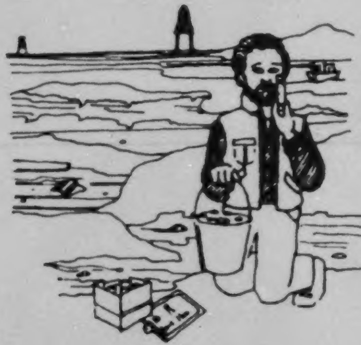
Teacher



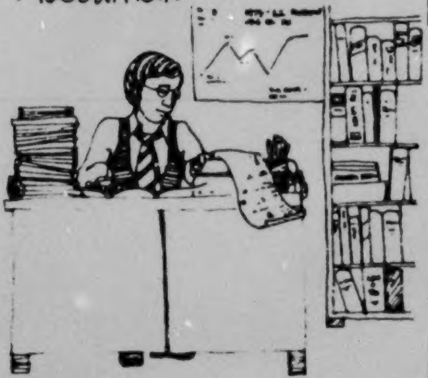
Reporter


KGI
6
NO ADMIT
J & Sons, Inc.

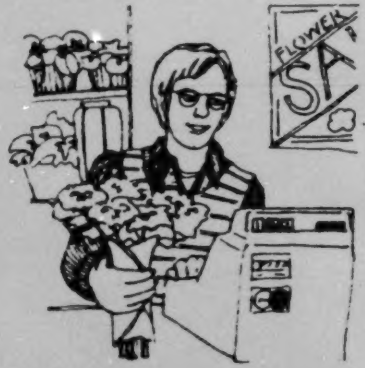
Marine Biologist



Accountant



Sales Person



USING A FORMAL DECISION-MAKING PROCESS UNIT IV/LESSON 7

OBJECTIVES:

1. Students will list the 7 steps in decision-making.
2. Students will apply the process in a personal decision.

INSTRUCTOR PREPARATION: Duplicate sufficient copies of Seven Steps in Decision Making (IV-7-SHa), Decision Making Form (IV-7-SHb), and Suggested List of Personal Decisions (IV-7-SHc).

STUDENT PREPARATION: Students should come to class with a list of two or three personal decisions they would like to make.

PROCEDURE: Large-group discussion followed by individual work.

MATERIALS:

1. Seven Steps in Deci[illegible]n Making (IV-7-SHa).
2. Decision Making Form (IV-7-SHb).
   2-SHb).
3. Suggested List of Personal Decisions (IV-7-SHc).

GUIDELINES:

NOTES:

In-Class Activities

1. Introduce the idea of a formal decision-making process including its advantages and disadvantages.
2. Distribute the Seven Steps in Decision Making (IV-7-SHa).
3. Go over the steps with the class. Ask for examples to illustrate each step.

GUIDELINES (Cont.):

NOTES:

4. As a group, make a sample decision.

5. Distribute Suggested List of Personal Decisions (IV-7-SHc). Go over list, asking students for decisions to add to the list.

6. Distribute copies of Decision Making Form (IV-7-SHb), and ask students to work through a personal problem, using the form. Discuss volunteer's results.

Outside Activity:

Have students select another decision they must make. Ask them to go through the seven steps and come to class with a firm or tentative decision.

REFERENCES AND SUPPLEMENTARY MATERIALS:

Epperley, J., et. al. Emphasis: Decisions. Salt Lake City:
Olympus Publishing Co., 1977.

SUGGESTED LIST OF PERSONAL DECISIONS
បញ្ជីរាយនាមនូវសេចក្តីសម្រេចចិត្ត ផ្ទាល់ខ្លួន

Should I:
តើខ្ញុំគួរ:

work part-time while going to school?
ធ្វើការខ្លះ ផងដែរ នៅពេលកំពុងរៀន ?

transfer to a four-year college?
ផ្លាស់ទៅរៀនវិទ្យាល័យ បួនឆ្នាំ ?

get my own apartment?
ជួលផ្ទះបន្ទប់នៅខ្លួនឯងដែរទេ ?

get married soon?
ឆាប់ការប្រពន្ធទេ ?

buy a car?
ទិញរថយន្តមួយទេ ?

sell my car?
លក់រថយន្តខ្ញុំទេ ?

invite him/her on a date?
អញ្ជើញគេ/ឬ នាង ទៅលេងកម្សាន្តជាមួយខ្ញុំទេ ?

get a dog?
ចិញ្ចឹមឆ្កែទេ ?

give him/her a present?
ឲ្យជំនូនដល់គេ/ឬ នាងមួយទេ ?

buy a new suit?
ទិញខោអាវឈុតថ្មីមួយទេ ?

go out of town next weekend?
ទៅលេងក្រៅក្រុងមួយដងនៅចុងសប្តាហ៍ខាងមុខ ?

SUGGESTED LIST OF PERSONAL DECISIONS (Cont.)

បញ្ជីរពិចារណាក្នុងពេលធ្វើសេចក្ដីសម្រេចចិត្តផ្ទាល់ខ្លួន (ត)

Should I:

តើខ្ញុំគួរ:

try to lose ten pounds?

ព្យាយាមចុះទម្ងន់ (ស្រកចុះ) ដប់ផោនទេ?

join a club?

ចូលជាសមាជិកក្នុងសមាគមណាមួយទេ?

drop a class?

ឈប់រៀនមួយថ្នាក់ទេ?

SUGGESTED LIST OF PERSONAL DECISIONS
DANH SÁCH ĐỀ NGHỊ VỀ NHỮNG QUYẾT ĐỊNH CÁ NHÂN

Should I:
Tôi có phải :

work part-time while going to school?
làm việc bán thời gian trong khi đi học ?

transfer to a four-year college?
chuyển tiếp đến đại học bốn năm ?

get my own apartment?
cớ phòng trọ riêng ?

get married soon?
lập gia dình sớm ?

buy a car?
mua xe hơi ?

sell my car?
bán xe ?

invite him/her on a date?
mời anh ta hay cô ta khi có hẹn ?

get a dog?
nuôi một con chó ?

give him/her a present?
tặng anh ta/ có ta một món quà ?

buy a new suit?
mua một bộ quấn áo mới ?

go out of town next weekend?
đi chơi xa vào cuối tuần ?

SUGGESTED LIST OF PERSONAL DECISIONS (Cont.)

DANH SÁCH ĐỀ NGHỊ VỀ NHỮNG QUYẾT ĐỊNH CÁ NHÂN (t. t)

Should I:
Tôi có phải :

try to lose ten pounds?
làm cho thân thể nhẹ đi mười pounds ?

join a club?
gia nhập một hội tư ?

drop a class?
bỏ học ?

SUGGESTED LIST OF PERSONAL DECISIONS
ຄວາມແນະນຳກ່ຽວກັບການຕັດສິນໃຈສ່ວນຕົວ

Should I:
ຂ້ອຍຈະຕ້ອງ ບໍ່:

work part-time while going to school?
ເຮັດການເຄິ່ງຕອນ ເມື່ອເວລາໄປໂຮງຮຽນ!

transfer to a four-year college?
ຍົກ ຍ້າຍໄປຮຽນ ທີ່ວິທະຍາລັຍ ຂອງ 4 ປີ?

get my own apartment?
ຈະໄປຊື້ເຮືອນເຊົ່າ ເປັນຫ້ອງເອງ?

get married soon?
ຈະໄປແຕ່ງງານໃນໄວໆ?

buy a car?
ຈະຊື້ລົດຍົນ?

sell my car?
ຈະຂາຍລົດຂອງຂ້ອຍ?

invite him/her on a date?
ຈະເຊີນລາວ ທ້າວ/ນາງ ອອກນອກ?

get a dog?
ຈະມີໝາຕົວໜຶ່ງ

give him/her a present?
ຈະເອົາຂອງຂວັນໃຫ້ລາວ ທ້າວ/ນາງ?

buy a new suit?
ຈະຊື້ຊຸດໃໝ່?

go out of town next weekend?
ຈະອອກນອກເມືອງໃນທ້າຍສັປະດາໜ້າ?

SUGGESTED LIST OF PERSONAL DECISIONS (Cont.)
ຄວາມແນະນຳ ກ່ຽວກັບ ການຕັດສິນໃຈສ່ວນຕົວ (ຕໍ່.)

Should I:

ຂ້ອຍຈະຕ້ອງບໍ່ :

try to lose ten pounds?

ຈະ ຫົດລົງ ຄວາມໜັກ 10 ປອນ!

join a club?

ຈະ ລວມ ສະມາຄົມ?

drop a class?

ຖອນ ອອກ ຫ້ອງ ຮຽນ!

SEVEN STEPS IN DECISION MAKING

1. Identify the decision to be made.

2. Collect all the necessary information about the decision to be made.

3. List the strongest alternatives from which you can choose.

4. Consider the advantages and disadvantages of each of these alternatives.

5. Choose what you think is the best alternative.

6. Make a plan which will allow you to put your chosen alternative (decision) into action.

7. Check the progress of your plan regularly.

IV-7-SHb

DECISION-MAKING FORM

1 IDENTIFY

2 COLLECT

3 LIST

4 CONSIDER

5 CHOOSE

6 MAKE PLAN

7 CHECK PROGRESS

OBJECTIVES:

1. Students will apply the 7-step decision-making model to career decisions.
2. Students will identify 7 major career decision-making factors in 2 case studies.

INSTRUCTOR PREPARATION:

1. Duplicate sufficient copies of Career Decision-Making Model (IV-8-SHa).
2. Duplicate sufficient copies of case studies (IV-8-SHb,c).

PROCEDURE:

Large-group discussion followed by individual or small-group activity.

MATERIALS:

1. Career Decision-Making Model (IV-8-SHa)
2. Case Studies: Minh Lien N. and Van H. (IV-8-SHb,c)

GUIDELINES:

Notes:

In-Class Activities

1. Distribute career decision-making model. Discuss each step with students.
2. Distribute case studies, Minh Lien N. (IV-8-SHb) and Van H. (IV-8-SHc). In small groups (or individually) have students complete the questions. Discuss and critique answers.
3. Ask volunteers to share similarities to their own career decision making.

GUIDELINES (Cont.):

NOTES:

Outside Activity:

Have students review vocabulary and notes from class.

REFERENCES AND SUPPLEMENTARY MATERIALS:

Epperley, J., et. al. Emphasis: Decisions. Salt Lake City: Olympus Publishing Co., 1977.

UNIT IV/LESSON 8
IV-8-SHa
CAMBODIAN

CAREER DECISION MAKING MODEL

គំរូនៃការធ្វើសេចក្ដីសំរេចចិត្តក្នុងការប្រកបការងារ

1. Identify the decision to be made: What occupation or occupations are most appropriate for me?

១. ចូរបញ្ជាក់ច្បាស់ពីការសំរេចចិត្ត៖ តើមុខរបរណាដែលសមរម្យនិងខ្ញុំជាងគេ ?

2. Gather information about yourself and about the occupations you have been considering. (Be sure you have information on your values, abilities, interests, desired lifestyle, cultural influences, geographic influences, economic outlook for the occupations.)

២. ចូរប្រមូលពត៌មានអំពីខ្លួនលោកអ្នកផង និងមុខរបរណាដែលលោកអ្នកផងកំពុងគិតពិចារណានោះផង (ចូរបញ្ជាក់ច្បាស់ពត៌មានដែលនឹងពីការរីករាយ , សមត្ថភាព, ការចាប់អារម្មណ៍, និងរបៀបរស់នៅដែលចង់បាន, ឥទ្ធិពលវប្បធម៌, ឥទ្ធិពលភូមិសាស្ត្រ, និងការសេដ្ឋកិច្ចសំរាប់ប្រកបមុខរបរ)។

3. List the occupations you think would be compatible with the factors in step 2.

៣. ចូរបញ្ជាក់ច្បាស់មុខរបរដែលលោកអ្នកគិតថាអាចត្រូវគ្នានឹងកត្តាផ្សេងៗ ដោយការគិតពីចំណុចដែលមាននៅក្នុងទី ២ ។

4. Consider the advantages and disadvantages of each of these occupations.

៤. ចូរពិចារណាមើលថា តើមុខរបរនីមួយៗ៖ មានមុខរបរណាដែលមានការប្រយោជន៍ ហើយមុខរបរណាដែលមិនមានការប្រយោជន៍ ។

5. Choose the occupation (or top two occupations) that seem to be the best choices for you.

៥. ចូរជ្រើសរើសយកមុខរបរ (តើមុខរបរដែលលោកអ្នកផងគិតថាល្អជាងគេបំផុតសំរាប់លោកអ្នកផង .

6. Develop a plan that will allow you to achieve your choice or choices.

៦. ចូរធ្វើគំរោងការណ៍មួយដែលអាចឲ្យលោកលោកអ្នកផងធ្វើការជ្រើសរើសមុខរបរ

7. Identify ways to regularly check the progress of your plan (and the wisdom of your decision).

៧. ចូរជ្រើសរើសយកមធ្យោបាយដែលអាចឲ្យលោកលោកអ្នកផង ត្រួតពិនិត្យមើលពីគំរោងការណ៍បាន

CASE STUDY: MINH LIEN N.*
សិក្សាអំពីរឿង: មិញ លៀន

Minh Lien N. is a 44-year-old former teacher who had 15 years of teaching experience and some experience as an office worker in Vietnam. She arrived in the United States three years ago with her husband and four children. She had no hope of going back to teaching because of her inability to speak English. At first, a friend advised her to go to beauty college and become a partner in his cosmetology business. Minh Lien began a course but dropped it after two weeks due to lack of interest and skills.

មិញលៀនអាយុ ៤៤ឆ្នាំ ធ្លាប់ធ្វើជាគ្រូបង្រៀន
មក ១៥ ឆ្នាំហើយ គាត់មានការពិសោធន៍ក្នុង
ការបង្រៀន និងធ្វើការនៅការិយាល័យកាល
គាត់នៅប្រទេសវៀតណាម ។ មិញលៀន
បានមកដល់ប្រទេសអាមេរិក ៣ ឆ្នាំហើយជា
មួយប្ដីរបស់គាត់ និងកូនបួននាក់ ។ គាត់គ្មាន
សង្ឃឹមថា នឹងបានបង្រៀនទៀតទេ ព្រោះ
មកពីគាត់មិនចេះភាសាអង់គ្លេស ។ ដំបូង
បង្អស់ មិត្តរបស់គាត់ម្នាក់បានណែនាំគោយ
គាត់ចូលរៀនទៅវិទ្យាល័យរៀនតុបតែង
ដើម្បីក្រោយបានក្លាយខ្លួនទៅជាអ្នកដឹកនាំ
ការរបស់សិល្បៈការកាត់សក់ ។ មិញលៀន
បានចូលរៀនតែរយៈពីរអាទិត្យ ក៏ឈប់រៀនទៅ
ព្រោះគាត់គ្មានការចាប់អារម្មណ៍ និងការ
ប៉ិនប្រសប់ក្នុងកិច្ចការនេះ ។

She contacted a CETA office and was put on a waiting list for a grocery checker training program. She said she could not wait and asked the counselor to introduce her to any kind of training since she needed work to support her family. She thought that whatever others could do, she could do, too. She was finally enrolled in a keypunch operator program and had to communte daily to attend the course. After four months of training, she graduated,

ក្រោយមក គាត់បានទៅទាក់ទងនឹងការិយាល័យ
សេតា (CETA) ហើយគេក៏បានកត់ឈ្មោះគាត់
ទៅក្នុងបញ្ជីរង់ចាំចូលហ្វឹកហ្វឺនវិជ្ជា
ត្រួតត្រាតម្លៃលក់គ្រឿងទេសម្ហូប ។
មិញលៀនបាននិយាយថា គាត់មិនអាច
រង់ចាំយូរពេកទេ ហើយគាត់ក៏បានទៅ
សុំទីប្រឹក្សាដើម្បីជួយរកឲ្យគាត់បានចូល
រៀនវិជ្ជាណាមួយ ព្រោះគាត់ត្រូវការធ្វើ
ការដើម្បីចិញ្ចឹមគ្រួសាររបស់គាត់ ។
គាត់គិតថា បើអ្នកដទៃគេធ្វើការកើត
គាត់ក៏ធ្វើដូចគេបានដែរ ។ ទីបំផុត
គាត់ក៏បានចូលរួមរៀនជាអ្នកវាយ
អក្សរចុចកាត ហើយគាត់
ត្រូវទៅរៀនរាល់ថ្ងៃ បន្ទាប់ពីគាត់
បានរៀនអស់ ៤ខែ គាត់ក៏ចប់កម្មវិធី
ហ្វឹកហ្វឺន ក៏ប៉ុន្តែគាត់មិនអាចរកការ-

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*From Katz, P.H., Project Director. Career Counseling Materials and Techniques for Use With Vietnamese. San Jose, CA: San Jose City College, 1981.

CASE STUDY: MINH LIEN N.* (Cont.)
សិក្សាសំណុំរឿង: មិញ លៀន (ត)

but she could not find a job in her town. She wanted to move to a city about 45 miles away to receive training in grocery checking. When it became impossible to move, she had to drive 90 miles a day roundtrip for three months. During the training period, she found she could work part time in a restaurant across from the school. The manager offered her a full time job making sandwiches and salads, but the CETA counselor discouraged her since she had never done it before, and the work could interfere with her training.

ធ្វើបានទេនៅស្រុកដែលគាត់នៅនោះ ដូច្នោះ ហើយគាត់ក៏សម្រេចចិត្តផ្លាស់ទៅនៅក្រុងមួយទៀតដែលនៅឆ្ងាយប្រមាណ ៤៥ ម៉ៃល៍ ដើម្បីទទួលការហ្វឹកហ្វឺនខាងពិនិត្យគិតតំលៃលក់គ្រឿងទំនិញ ។ ក៏ប៉ុន្តែនៅពេលដែលគាត់មិនអាចផ្លាស់ទៅកន្លែងថ្មីបាន គាត់ក៏ត្រូវបើកឡានទៅមក ៩០ ម៉ៃល៍ ទៅធ្វើការក្នុងរយៈពេល ៣ ខែ ។ នៅពេលដែលគាត់កំពុងទទួលការហ្វឹកហ្វឺន គាត់រកការធ្វើបាននៅភោជនីយដ្ឋានមួយដែលឋិតនៅទល់មុខសាលារៀន ។ ម្ចាស់ភោជនីយដ្ឋានបានអោយគាត់ធ្វើការពេញម៉ោងធ្វើនំប៉័ងសាំងវិច និងសាឡាត់ ក៏ប៉ុន្តែទីប្រឹក្សានៅក្រសួងស៊ីតាមិនចង់អោយគាត់ធ្វើពេញម៉ោងទេ ព្រោះគាត់មិនធ្លាប់ធ្វើការនោះ ហើយការនោះអាចធ្វើអោយខូចប្រយោជន៍ដល់ការហ្វឹកហ្វឺនរបស់គាត់ដែរ ។

The family decided to move to a larger city. Minh Lien was about to enroll in an electronics training school, but she changed her mind and accepted a part time job as a keypunch operator, even though it was on a swing shift. She started at $3.20/hour, did very well on the job, and quickly moved to a better, temporary job at another company. At last, she got a permanent job in a large company.

គ្រួសាររបស់មិញលៀនបានសម្រេចចិត្តថានឹងផ្លាស់ទៅនៅក្នុងក្រុងធំ ។ មិញលៀនជិតនឹងចុះឈ្មោះចូលសាលារៀនហ្វឹកហ្វឺនខាងអេឡិចត្រូនិចហើយ គាត់ក៏បានប្តូរយោបល់ ហើយព្រមចិត្តទទួលធ្វើការជាអ្នកវាយសន្លឹកក្រៅម៉ោង ក៏ដោយគាត់ពិតិដែលអាចជាវេនយប់ ធ្វើការគ្រប់ គាត់ទទួលបានប្រាក់ឈ្នួលមួយម៉ោង ៣.២០ ដុល្លារ គាត់ធ្វើការពូកែ ហើយឆាប់បានផ្លាស់ទៅកាន់ធ្វើការងារប្រសើរជាងនៅក្នុងក្រុមហ៊ុនមួយទៀត ។ ចុងក្រោយគាត់ក៏បានធ្វើការជាប់ជាអចិន្ត្រៃនៅក្នុងក្រុមហ៊ុនមួយធំ ។

CASE STUDY: MINH LIEN N. (Cont.)

ពិភាក្សាសិក្សារឿង ៖ មិញ លៀន (ត)

After two years, she was promoted to lead operator with seven employees under her supervision. Her salary increased, but she had more responsibilities. As a lead operator, she had to solve many problems herself, especially behavior and discipline problems of the workers in the group. She began to feel tense and dreaded going to work every day. Someone suggested she talk to the personnel department.

២ ឆ្នាំក្រោយមក គាត់ក៏ត្រូវឡើងឋានៈជាប្រធានក្រុមបុគ្គលិក ៧ នាក់ ដែលស្ថិតនៅក្រោមការត្រួតត្រារបស់គាត់ គាត់បានឡើងប្រាក់ខែ ក៏ប៉ុន្តែគាត់ត្រូវទទួលការខុសត្រូវច្រើន ក្នុងឋានៈដែលគាត់ជាមេ ដែលគាត់ត្រូវដោះស្រាយនូវបញ្ហាដោយខ្លួនឯងច្រើន ជាពិសេស គឺបញ្ហាកិរិយាមារយាទ និងបញ្ហារបៀបវិន័យរបស់ពួកកម្មករ ។ គាត់ចាប់ផ្តើមមានការតឹងសរសៃ និងការភ័យខ្លាចក្នុងការទៅធ្វើការរាល់ថ្ងៃ ។ មានម្នាក់ ផ្ដល់យោបល់គាត់ថា គាត់ត្រូវតែនិយាយជាមួយអ្នកធ្វើការនៅផ្នែកត្រួតបុគ្គលិក ។

1. How many career decisions did Minh Lien make?

១. តើមិញលៀនបានជ្រើសរើសមុខរបរប៉ុន្មានមុខ?

2. What factors were involved in each decision?

២. តើមានកត្តាអ្វីខ្លះប៉ះពាល់ដល់សេចក្ដីសម្រេចរបស់គាត់?

CASE STUDY: VAN H.*

សិក្សាពិភាក្សារឿង : វ៉ាន

Van H. is a 30-year-old honors graduate of the University of Saigon. Right after his graduation in 1973, he was selected to receive a scholarship from the French Government to undertake one year of advanced training in methods of teaching mathematics at the University of Paris. Upon his return to Vietnam, he was assigned to teach math in grades 11 and 12 at Vung Tau High School. In 1975 Van lost contact with his family in Saigon and followed friends in their escape to Malaysia and then the United States.

វ៉ាន អាយុ ៣០ឆ្នាំ មានសញ្ញាប័ត្រពីមហាវិទ្យាល័យព្រៃនគរមក បន្ទាប់ពីគាត់បានទទួលសញ្ញាប័ត្រក្នុងឆ្នាំ ១៩៧៣ហ្នឹងមក គាត់ក៏បានទទួលអាហារូបករណ៍ពីរដ្ឋាភិបាលបារាំងដើម្បីហ្វឹកហាត់បន្ថែមពីរបៀបបង្រៀនលេខគណិតនៅមហាវិទ្យាល័យមួយនៅក្រុងប៉ារីស, ប្រទេសបារាំង ។ ពេលគាត់ត្រឡប់មកប្រទេសវៀតណាមវិញ គាត់បានទទួលការតែងតាំងឲ្យទៅបង្រៀនលេខគណិត នៅថ្នាក់លេខ ១១ និងលេខ ១២ នៅវិទ្យាល័យវ៉ុងតៅ ។ ក្នុងឆ្នាំ ១៩៧៥ វ៉ាន់បានដាច់ការទាក់ទងនឹងគ្រួសារនៅព្រៃនគរ ហើយបានតាមមិត្តភក្ដិរបស់គេដើម្បីរត់គេចខ្លួនទៅប្រទេសម៉ាឡេស៊ី រួចបន្តដំណើរមកប្រទេសអាមេរិកទៀត ។

His first days in the U.S. were frustrating because he had no family nor relatives here. He was lonely and had no money. He decided to do anything he could to make a living. He did the cleaning in hamburger restaurants and washed dishes. He received training to repair washing machines and dryers but could not find a permanent job. He moved to another state to join a road construction gang. Then he followed a friend to Alaska to work in a crab factory located far from any town. He killed king crabs and selected crab meat "like a machine" in his words.

ថ្ងៃដំបូងៗរបស់វ៉ាន់នៅអាមេរិក បានធ្វើឲ្យគេអស់កម្លាំងចិត្តព្រោះគេគ្មានគ្រួសារ និងបងប្អូននៅអាមេរិក គាត់នៅឯកោម្នាក់ឯង ហើយគ្មានប្រាក់កាសទេ គាត់បានសម្រេចចិត្តធ្វើការអ្វីក៏ដោយដែរ ដើម្បីរកប្រាក់ចិញ្ចឹមជីវិត គាត់បានធ្វើការជាអ្នកបោសសំអាត និងជាអ្នកលាងចាននៅភោជនីយដ្ឋានលក់ហាំប៊ឺហ្គឺរ ។ គាត់បានទទួលការហ្វឹកហ្វឺនជាអ្នកជួសជុលម៉ាស៊ីនបោកខោអាវ និងម៉ាស៊ីនសម្ងួតខោអាវ តែពុំទាន់គាត់រកការងារធ្វើទៀងទាត់បានទេ គាត់បានផ្លាស់ទៅរដ្ឋមួយទៀតដើម្បីទៅធ្វើផ្លូវ ។ គាត់បានចូលធ្វើការងារជាក្រុមសាងសង់ផ្លូវ ។ ក្រោយមកគាត់បានទៅរដ្ឋអាឡាស្កាតាមមិត្តគាត់ម្នាក់ ដើម្បីធ្វើការនៅរោងចក្រក្ដាម ស្ថិតនៅឆ្ងាយពីទីប្រជុំជន ។ គាត់ធ្វើការជាអ្នកសម្លាប់ក្ដាមធំៗ និងជ្រើសរើសសាច់ក្ដាម ដោយតាមសំដីរបស់គាត់ គឺដូចគាត់ធ្វើការដូចជាម៉ាស៊ីនដែរ ។

CASE STUDY: VAN H. (Cont.)

He had no place to go on weekends. Life finally became so difficult and boring that he decided to buy a used car with his savings and drove to Washington, Oregon, and some other states to look for work.

One day in 1978 he arrived in San Jose, California, and there he met his former professor of education, who was a vocational counselor in the area. In their conversation together, Van revealed how disappointed he was with his current life. He had no plan for his future and had received no news from his family back in Vietnam. He was overjoyed to meet with the counselor, whom he had respected and trusted. He was convinced that he had wasted his time traveling around and not using his skills and educational background to learn a profession. The counselor also found out that due to his depression, Van had no desire to learn or study.

នៅថ្ងៃសៅរ៍-ថ្ងៃអាទិត្យ គាត់គ្មានកន្លែងទៅលេងណាមក ណាទេ ជីវិតរស់នៅរបស់គាត់បានក្លាយទៅជាពិបាក ហើយធុញទ្រាន់ក្រៃ បណ្ដាលអោយគាត់សម្រេចចិត្តទិញឡានចាស់មួយដោយប្រាក់ដែលបានសន្សំទុកៗ ហើយគាត់ក៏បើករថយន្តនោះមកកាន់ក្រុងវ៉ាស៊ីនតោន អូរ៉េហ្គន និងរដ្ឋដទៃៗទៀតដើម្បីរកការងារធ្វើ ។

មានថ្ងៃមួយក្នុងឆ្នាំ១៩៧៨ គាត់បានមកដល់ក្រុងសាន់ហូសេ ក្នុងរដ្ឋកាលីហ្វ័រញ៉ា គាត់ក៏បានជួបនឹងអតីតសាស្ត្រាចារ្យដែលធ្លាប់ធ្វើជាទីប្រឹក្សាខាងវិជ្ជាជីវៈរបស់គេនៅទីនោះ ។ នៅពេលសន្ទនាជាមួយគ្នា វ៉ាន់ក៏បានបង្ហាញពីការខកចិត្តរបស់គាត់ក្នុងជីវិតនៅពេលឥឡូវនេះ ។ វ៉ាន់គ្មានគម្រោងការណ៍អ្វីនៅថ្ងៃអនាគតទេ ហើយគាត់ក៏មិនដែលបានទទួលដំណឹងពីគ្រួសារនៅប្រទេសវៀតណាមដែរ ។ វ៉ាន់សប្បាយចិត្តណាស់ដែលបានជួបនឹងទីប្រឹក្សាដែលគាត់ធ្លាប់គោរព និងជឿទុកចិត្ត វ៉ាន់ជឿជាក់ថា គាត់ខាតបង់ពេលវេលាដោយការរវល់តែនឹងការដើរលេងតែប៉ុណ្ណឹង និងមិនបានប្រើការប៉ិនប្រសប់របស់គាត់ និងការសិក្សាដែលធ្លាប់បានមកពីអតីតដើម្បីរៀនវិជ្ជាមុខរបរ ។ ទីប្រឹក្សាក៏បានដឹងទៀតថា វ៉ាន់គ្មានចិត្តចង់រៀនទៀតទេ ព្រោះមកពីការក្រៀមក្រំចិត្តខ្លាំងពេក ។

CASE STUDY: VAN H. (Cont.)
សិក្សាពិភាក្សារឿង: វ៉ាន់ (ត)

1. How many career decisions did Van make?

១. តើវ៉ាន់ បានធ្វើសេចក្ដីសម្រេចចិត្តដើម្បីយកការប្រកបការងារប៉ុន្មានដង ?

2. What factors were involved in each decision?

២. តើមានកត្តាអ្វីខ្លះដែលប៉ះពាល់ដល់ការសម្រេចចិត្តនីមួយ ?

CAREER DECISION MAKING MODEL
MẪU TẠO LẬP QUYẾT ĐỊNH NGHỀ NGHIỆP

1. Identify the decision to be made: What occupation or occupations are most appropriate for me?
   Định rõ quyết định cần có : Một hay nhiều công việc thích hợp nhất đối với tôi.

2. Gather information about yourself and about the occupations you have been considering. (Be sure you have information on your values, abilities, interests, desired lifestyle, cultural influences, geographic influences, economic outlook for the occupations.)
   Thu thập tin tức về chính bạn và những công việc mà bạn quan tâm. (Phải chắc chắn rằng bạn có tin tức về những giá trị mà bạn tôn trọng, khả năng của bạn, những mối quan tâm, lối sống mong muốn, ảnh hưởng văn hóa, ảnh hưởng địa dư, triển vọng kinh tế của công việc.)

3. List the occupations you think would be compatible with the factors in step 2.
   Kể ra những công việc mà bạn nghĩ là tương hợp với những yếu tố trong đoạn trên.

4. Consider the advantages and disadvantages of each of these occupations.
   Xét về những thuận lợi và bất thuận lợi của mỗi công việc đó.

5. Choose the occupation (or top two occupations) that seem to be the best choices for you.
   Chọn công việc (hoặc hai công việc trên hết) nào có vẻ là sự chọn lựa đúng nhất của bạn.

6. Develop a plan that will allow you to achieve your choice or choices.
   Khai triển một chương trình cho phép bạn đạt được điều bạn chọn lựa.

7. Identify ways to regularly check the progress of your plan (and the wisdom of your decision).
   Định ra những cách thức để xét lại thường xuyên sự tiến triển của chương trình (và sự khôn ngoan trong quyết định của bạn).

CASE STUDY: MINH LIEN N.*

TRƯỜNG HỢP ĐIỂN HÌNH : MINH LIÊN N.

Minh Lien N. is a 44-year-old former teacher who had 15 years of teaching experience and some experience as an office worker in Vietnam. She arrived in the United States three years ago with her husband and four children. She had no hope of going back to teaching because of her inability to speak English. At first, a friend advised her to go to beauty college and become a partner in his cosmetology business. Minh Lien began a course but dropped it after two weeks due to lack of interest and skills.

Minh Liên N., 44 tuổi, nguyên là giáo viên, có 15 năm kinh nghiệm giảng huấn và một ít kinh nghiệm làm việc văn phòng tại Việt Nam. Bà ta đến Hoa Kỳ cách đây ba năm với chồng và ba con. Bà không có hy vọng trở lại nghề dạy vì không nói được tiếng Anh. Ban đầu một người bạn khuyên bà nên theo học nghề thẩm mỹ để trở thành người hùn hạp với ông ta trong nghề này. Bà Minh Liên có thử theo học nhưng bỏ học sau hai tuần vì không thích nghề và không khéo tay.

She contacted a CETA office and was put on a waiting list for a grocery checker training program. She said she could not wait and asked the counselor to introduce her to any kind of training since she needed work to support her family. She thought that whatever others could do, she could do, too. She was finally enrolled in a keypunch operator program and had to communte daily to attend the course. After four months of training, she graduated,

Bà ta liên lạc với văn phòng CETA và được ghi tên vào danh sách chờ dành cho khóa huấn luyện thu ngân viên tạp hóa. Bà ta cho biết là không thể chờ được và yêu cầu người cố-vấn giới thiệu bà với bất cứ loại huấn nghệ nào vì bà ta cần có tiền nuôi sống gia đình. Bà ta nghĩ rằng điều gì người khác làm được thì bà ta cũng làm được. Cuối cùng, bà ta theo học một khóa huấn luyện xuyên phiếu và phải đi xa mỗi ngày để đến lớp. Sau bốn tháng huấn luyện, bà ta tốt nghiệp nhưng

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*From Katz, P.H., Project Director, Career Counseling Materials and Techniques for Use With Vietnamese. San Jose: San Jose City College, 1981.

CASE STUDY: MINH LIEN N. (Cont.)
TRƯỜNG HỢP ĐIỂN HÌNH : MINH LIÊN N. (t.t)

but she could not find a job in her town. She wanted to move to a city about 45 miles away to receive training in grocery checking. When it became impossible to move, she had to drive 90 miles a day roundtrip for three months. During the training period, she found she could work part time in a restaurant across from the school. The manager offered her a full time job making sandwiches and salads, but the CETA counselor discouraged her since she had never done it before, and the work could interfere with her training.

không thể tìm được việc làm nơi bà đang ở. Bà ta định dời nhà đến một thành phố cách đây bốn mươi lăm dặm để theo học khóa huấn luyện thu ngân viên. Khi không thể dời nhà được, bà ta phải lái xe đi về 90 dặm một ngày trong vòng ba tháng. Trong thời kỳ theo học, bà ta biết được rằng có thể xin được việc làm bán thời gian trong một tiệm ăn đối diện với trường học. Viên quản lý tiệm ăn đề nghị thuê bà ta làm việc toàn thời gian để làm sandwiches và trộn rau nhưng người cố vấn ở văn phòng CETA khuyên bà đừng nhận vì bà ta chưa hề làm công việc này và sự làm việc có thể cản trở việc thụ huấn.

The family decided to move to a larger city. Minh Lien was about to enroll in an electronics training school, but she changed her mind and accepted a part time job as a keypunch operator, even though it was on a swing shift. She started at $3.20/hour, did very well on the job, and quickly moved to a better, temporary job at another company. At last, she got a permanent job in a large company.

Gia đình bà Liên quyết định dời đến một thành phố lớn hơn. Bà Minh Liên đã định theo học một lớp dạy nghề điện tử nhưng rồi đổi ý và nhận làm xuyên phiếu viên bán thời gian mặc dù phải làm việc trong ca chiều. Bà ta bắt đầu với số lương 3 đồng 20 một giờ, làm việc trôi chảy và chẳng bao lâu đổi sang một công việc tạm thời tốt hơn tại một công ty khác. Sau cùng, bà ta có được việc làm thường xuyên trong một công ty lớn.

CASE STUDY: MINH LIEN N. (Cont.)
TRƯỜNG HỢP ĐIỂN HÌNH : MINH LIẾN N. (t.t)

After two years, she was promoted to lead operator with seven employees under her supervision. Her salary increased, but she had more responsibilities. As a lead operator, she had to solve many problems herself, especially behavior and discipline problems of the workers in the group. She began to feel tense and dreaded going to work every day. Someone suggested she talk to the personnel department.

Sau hai nặm, bà ta được đưa lên chức trưởng toán xuyến phiếu và có bảy nhân viền làm việc dưới quyền. Bà ta được tăng lương nhưng cũng có thêm nhiều trách nhiệm. Trong chức vụ trưởng toán, bà ta phải tự giải quyết nhiều vấn đề, đặc biệt là những vấn đề về tác phong và kỷ luật của những nhấn viến trong nhóm. Bà bắt đầu cảm thấy căng thẳng và lo lắng khi đi làm mỗi ngày. Có người đề nghị bà nên nói chuyện với phòng nhấn viến.

1. How many career decisions did Minh Lien make?
   Bà Minh Liến đã có bao nhiêu quyết định nghề nghiệp ?

2. What factors were involved in each decision?
   Những yếu tố nào đã liên quan đến mỗi quyết định ?

CASE STUDY: VAN H.*
TRƯỜNG HỢP ĐIỂN HÌNH : VĂN H *

Van H. is a 30-year-old honors graduate of the University of Saigon. Right after his graduation in 1973, he was selected to receive a scholarship from the French Government to undertake one year of advanced training in methods of teaching mathematics at the University of Paris. Upon his return to Vietnam, he was assigned to teach math in grades 11 and 12 at Vung Tau High School. In 1975 Van lost contact with his family in Saigon and followed friends in their escape to Malaysia and then the United States.

Văn H., 30 tuổi, là một sinh viên tốt nghiệp hạng danh dự của đại học Sài-gòn. Ngay sau khi tốt nghiệp vào năm 1973, ông ta được chọn hưởng học bổng của chính phủ Pháp để dự khóa tu nghiệp cao cấp một năm về phương pháp dạy toán tại đại học Ba-lê. Trở về Việt Nam, ông ta được chỉ định dạy toán lớp 11 và 12 tại trường Trung học Vũng Tàu. Năm 1975, Văn mất liên lạc với gia đình ở Sài-gòn và theo bạn bè vượt thoát đến Mã Lai rồi sau đó đến Hoa-kỳ.

His first days in the U.S. were frustrating because he had no family nor relatives here. He was lonely and had no money. He decided to do anything he could to make a living. He did the cleaning in hamburger restaurants and washed dishes. He received training to repair washing machines and dryers but could not find a permanent job. He moved to another state to join a road construction gang. Then he followed a friend to Alaska to work in a crab factory located far from any town. He killed king crabs and selected crab meat "like a machine" in his words.

Những ngày đầu tiên của Văn ở Hoa kỳ rất buồn nản bởi lẽ ông ta không có gia đình, bà con. Ông ta lẻ loi và nghèo túng. Ông ta quyết định làm bất cứ việc gì để mưu sống. Ông ta giữ việc lau chùi các quán hamburger và rửa chén bát. Ông ta có học về sửa chữa máy giặt và máy sấy nhưng không thể tìm được việc làm thường trực. Ông ta dời đến ở một tiểu bang khác và đi theo một toán làm đường. Rồi ông ta lại theo một người bạn đi Alaska để làm trong một hãng sản xuất thịt cua, xa cách mọi thành phố. Ông ta giết cua và chọn thịt cua "như một cái máy" (theo lời ông ta)

*From Katz, P.H., Project Director, Career Counseling and Techniques for Use With Vietnamese, San Jose CA: San Jose City College, 1981.

CASE STUDY: VAN H. (Cont.)

He had no place to go on weekends. Life finally became so difficult and boring that he decided to buy a used car with his savings and drove to Washington, Oregon, and some other states to look for work.

Ông ta không có chỗ đi chơi vào những ngày cuối tuần. Cuộc sống trở nên khó khăn và nhàm chán đến độ ông ta quyết định dùng số tiền để dành được để mua một chiếc xe hơi cũ và lái đến Washington, Oregon và vài tiểu bang khác để tìm việc làm.

One day in 1978 he arrived in San Jose, California, and there he met his former professor of education, who was a vocational counselor in the area. In their conversation together, Van revealed how disappointed he was with his current life. He had no plan for his future and had received no news from his family back in Vietnam. He was overjoyed to meet with the counselor, whom he had respected and trusted. He was convinced that he had wasted his time traveling around and not using his skills and educational background to learn a profession. The counselor also found out that due to his depression, Van had no desire to learn or study.

Một ngày vào năm 1978, ông ta đến San Jose, California và gặp một người thầy cũ đã là cố-vấn nghề nghiệp tại đây. Người thầy cũ không nhận ra Văn vì sự thay đổi hoàn toàn ở bề ngoài - râu mép, râu hàm và mái tóc để dài. Trong câu chuyện, Văn nói ra sự chán nản về cuộc sống hiện tại. Ông ta không có dự tính gì cho tương lai và không nhận được tin tức gì của gia đình ở Việt-Nam. Ông ta rất vui mừng khi gặp lại người cố-vấn, người mà ông ta kính trọng và tin cậy. Ông ta nhận ra rằng mình đã phí thời giờ đi quanh quẩn và đã không xử dụng căn bản về kỹ năng và giáo dục có sẵn để học lấy một nghề. Người cố-vấn cũng nhận ra rằng, vì buồn chán, Văn đã không có sự ham muốn học hỏi.

CASE STUDY: VAN H. (Cont.)
TRƯỜNG HỢP ĐIỂN HÌNH : VĂN H. (t.t)

1. How many career decisions did Van make?
   Văn đã có bao nhiêu quyết định về nghề nghiệp ?

2. What factors were involved in each decision?
   Những yếu tố nào liên quan trong mỗi quyết định ?

UNIT IV/LESSON 8
IV-8-SHa
LAOTIAN

CAREER DECISION MAKING MODEL
ຫົວບັ້ງ ຂອງ ການ ຕັດ ສິນ ໃຈ ຝ່າຍ ອາຊີບ

1. Identify the decision to be made: What occupation or occupations are most appropriate for me?
   ການ ຊີ້ ແຈງ ໃນລະບະວາ ຕັດ ສິນ ໃຈ: ວິຊາ ຊີບ ບັ້ງ ໃດ ເປັນສິ່ງ ທີ່ ເໝາະສົມ ແກ່ຂ້າ ພະເຈົ້າ?

2. Gather information about yourself and about the occupations you have been considering. (Be sure you have information on your values, abilities, interests, desired lifestyle, cultural influences, geographic influences, economic outlook for the occupations.)
   ທ້ອນໂຮມ ເລື່ອງ ລາວ ກ່ຽວ ກັບທ່ານ ແລະ ວິຊາ ຊີບ ທີ່ ທ່ານ ສະແວງຫາ. (ຈົ່ງ ແນ່ ໃຈວ່າ ທ່ານ ຫັງ ມີ ເລື່ອງ ລາວ ກ່ຽວ ກັບທ່ານ ຄືດ; ຄວາມສາມາດ ຄວາມ ສົນ ໃຈ ການ ປໍ ການ ກົນທີ່ ຫັງການ; ວັດທະນະ ທັມທີ່ ກ່ຽວ ຂ້ອງ ພູມ ມີ ສາດ ທີ່ ກ່ຽວ ຂ້ອງ; ການເຄື່ອນ ໄຫວ ຂອງ ເສດຖະກິດ ຕໍ່ ວິຊາອາຊີບ.)

3. List the occupations you think would be compatible with the factors in step 2.
   ຈົ່ງ ຂຽນວິຊາ ອາຊີບ ທີ່ ທຽບ ແທກໄດ້ ກັບ ຂໍ້ 2.

4. Consider the advantages and disadvantages of each of these occupations.
   ຈົ່ງ ພິຈາລະນາ ເບິ່ງ ທຸກວິຊາ ຊີບ ໃນ ດ້ານ ດີ ແລະ ບໍ່ ດີ.

5. Choose the occupation (or top two occupations) that seem to be the best choices for you.
   ຈົ່ງ ເລືອກ ວິຊາ ຊີບ ທີ່ ເໝາະສົມ ທີ່ສຸດ ແກ່ ທ່ານ (ຫຼືວ່າ ວິຊາ ຊີບ ທີ່ ດີ ສອງ ບັ້ງ).

6. Develop a plan that will allow you to achieve your choice or choices.
   ວາງ ແຜນການ ບັ້ງ ນຶ່ງ ທີ່ຈະ ໃຫ້ທ່ານໄປ ພົບ ຄວາມສຳເລັດ ຕາມ ທີ່ ທ່ານ ເລືອກ.

7. Identify ways to regularly check the progress of your plan (and the wisdom of your decision).
   ສ້າງວິທີ ທີ່ ໄປ ກວດ ການ ເຄື່ອນໄຫວ ໃນແຜນ ການ ຂອງທ່ານ (ແລະ ການຕັດ ສິນ ໃຈ ທີ່ ເໝາະສົມ ຂອງທ່ານ).

CASE STUDY: MINH LIEN N.*
ບົດຮຽນ : ມິນລຽນ ນ.

Minh Lien N. is a 44-year-old former teacher who had 15 years of teaching experience and some experience as an office worker in Vietnam. She arrived in the United States three years ago with her husband and four children. She had no hope of going back to teaching because of her inability to speak English. At first, a friend advised her to go to beauty college and become a partner in his cosmetology business. Minh Lien began a course but dropped it after two weeks due to lack of interest and skills.

ມິນລຽນ ນ. ມີອາຍຸ 44ປີ ເຄີຍສອນໜັງສື 15 ປີແລ້ວແລະກໍເຄີຍເປັນຄົນເຮັດການໃນຫ້ອງການ ຢູ່ວຽດນາມ. ລາວພ້ອມດ້ວຍຜົວລາວແລະລູກ 4 ຄົນ ມາເຖິງສະຫະຣັດ 3ປີກ່ອນ. ລາວບໍ່ເຄີຍຄິດວ່າລາວບໍ່ສາມາດຈະເວົ້າພາສາອັງກິດ. ທີ່ແຮກເພື່ອນຜູ້ນຶ່ງເຕືອນໃຫ້ລາວໄປຮຽນທີ່ວິທະຍາໄລ ຝ່າຍເສີມສວຍແລະຮ່ວມກັນເຮັດການຄ້າ ຝ່າຍເສີມສວຍ. ມິນລຽນໄດ້ເລີ່ມຮຽນແຕ່ແລ້ວກໍຖອນຖອຍອອກຫຼັງຈາກສອງອາທິດຜ່ານໄປ ເພາະບໍ່ມີຄວາມຕິດໃຈ ແລະຝີມື.

She contacted a CETA office and was put on a waiting list for a grocery checker training program. She said she could not wait and asked the counselor to introduce her to any kind of training since she needed work to support her family. She thought that whatever others could do, she could do, too. She was finally enrolled in a keypunch operator program and had to commute daily to attend the course. After four months of training, she graduated,

ລາວໄດ້ຕິດຕໍ່ກັບຫ້ອງການ CETA ແລະແລ້ວກໍໄດ້ຖ້າເພື່ອຈະໄປຮຽນຝ່າຍເກັບເງິນ. ລາວວ່າລາວຈະຖ້າບໍ່ໄດ້ ລາວກໍຖາມຜູ້ແນະນຳໄປແນະນຳການຮຽນອື່ນ ເພາະລາວຕ້ອງການໄປເຮັດວຽກເພື່ອຈະໄດ້ຊ່ວຍລ້ຽງຄອບຄົວລາວ. ລາວຄິດວ່າວຽກທີ່ຜູ້ອື່ນເຮັດໄດ້ລາວກໍເຮັດໄດ້ຄືກັນ. ສຸດທ້າຍມາ ລາວກໍເລີ່ມຮຽນເປັນນັກພິມຈັກເຄື່ອງລັດກາໂມນັດ ແລະກໍໄດ້ທ່ຽວໄປຮຽນຢູ່ຫ້ອງນັ້ນທຸກວັນ. ຫຼັງຈາກ 4 ເດືອນຮຽນໄປ, ລາວຮຽນຈົບ,

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*From Katz, P.H., Project Director, Career Counseling Materials and Techniques For Use With Vietnamese. San Jose: San Jose City College, 1981.

CASE STUDY: MINH LIEN N. (Cont.)

ນັກຮຽນ : ມິນລຽນ ອ. (ຕໍ່.)

but she could not find a job in her town. She wanted to move to a city about 45 miles away to receive training in grocery checking. When it became impossible to move, she had to drive 90 miles a day roundtrip for three months. During the training period, she found she could work part time in a restaurant across from the school. The manager offered her a full time job making sandwiches and salads, but the CETA counselor discouraged her since she had never done it before, and the work could interfere with her training.

ແຕ່ວ່າລາວຊອກຫາການງານໃນເມືອງຂອງລາວບໍ່ໄດ້. ລາວເລີ່ມຄິດຢືນໃຈຍ້າຍໄປຢູ່ເມືອງໃຫຍ່ປະມານ 45 ໄມ ຈາກບ່ອນທີ່ລາວຮຽນ ຝ່າຍ ທີ່ລາວເກັບເງິນນີ້. ໃນເມື່ອເວລາຍ້າຍບໍ່ໄດ້ ລາວກໍ່ຕ້ອງໄດ້ຂັບລົດໄປມາ 90 ໄມ ຕໍ່ມື້ໃນສາມເດືອນ. ໃນລະຍະທີ່ຮຽນນີ້, ລາວຮູ້ວ່າລາວເຮັດການເຄິ່ງເວລາຢູ່ທີ່ຮ້ານອາຫານ ຕໍ່ໜ້າຂອງໂຮງຮຽນລາວໄດ້. ຜູ້ອໍານວຍການ ມອບວຽກ ທີ່ເຕັມເວລາໃຫ້ລາວ ວຽກນີ້ແມ່ນ ເຮັດ ແຊນວິດແລະສະລັດ, ແຕ່ວ່າ ຜູ້ອົບຮົມ ທີ່ CETA ເຕືອນລາວວ່າລາວບໍ່ເຄີຍເຮັດຢ່າງນີ້ມາແຕ່ກ່ອນແລະວຽກຢ່າງນີ້ອາດຈະລົບກວນການຮຽນຂອງລາວ.

The family decided to move to a larger city. Minh Lien was about to enroll in an electronics training school, but she changed her mind and accepted a part time job as a keypunch operator, even though it was on a swing shift. She started at $3.20/hour, did very well on the job, and quickly moved to a better, temporary job at another company. At last, she got a permanent job in a large company.

ຄອບຄົວລາວໄດ້ຕົກລົງໃຈຍ້າຍໄປຢູ່ເມືອງໃຫຍ່. ມິນລຽນເວລານັ້ນເກືອບຈະໄປຮຽນຝ່າຍໄຟຟ້າ ແຕ່ວ່າລາວປ່ຽນໃຈແລ້ວຮັບເອົາງານເຄິ່ງຕອນ ເປັນຜູ້ຕີຈັກ, ເຖິງວ່າວຽກອັນນີ້ແມ່ນເຮັດວ້ອນກາງຄືນກໍ່ຕາມ ລາວໄດ້ເລີ່ມ $3.20 ຕໍ່ຊົ່ວໂມງ ແລະເຮັດໄດ້ດີຫຼາຍ ໃນເວລາສັ້ນນັ້ນລາວກໍ່ໄດ້ເລື່ອນໄປເຮັດງານທີ່ດີ ແຕ່ກັບບໍລິສັດອື່ນ ທີ່ສຸດມາລາວກໍ່ໄດ້ງານປົກກະຕິກັບບໍລິສັດໃຫຍ່.

CASE STUDY: MINH LIEN N. (Cont.)
ບົດຮຽນ : ມິນລຽນ ອ. (ຕໍ່.)

After two years, she was promoted to lead operator with seven employees under her supervision. Her salary increased, but she had more responsibilities. As a lead operator, she had to solve many problems herself, especially behavior and discipline problems of the workers in the group. She began to feel tense and dreaded going to work every day. Someone suggested she talk to the personnel department.

ຫຼັງຈາກສອງປີຜ່ານໄປ. ລາວກໍໄດ້ເລື່ອນຊັ້ນໄປເປັນຜູ້ນຳ ແລະໄດ້ຄວບຄຸມ 7 ຄົນ. ເງິນເດືອນຂອງລາວກໍໄດ້ຂຶ້ນ ແຕ່ວ່າ ພາລະຂອງລາວກໍຂຶ້ນຄືກັນ. ເມື່ອຈາກໄດ້ເປັນຜູ້ນຳແລ້ວ ລາວຕ້ອງໄດ້ແກ້ໄຂບັນຫາໂດຍສ່ວນຕົວ. ໂດຍສະເພາະບັນຫາກ່ຽວກັບການສັ່ງສອນຂອງຄົນງານ ແຕ່ລະຄົນຢູ່ໃນໝວດໝູ່. ລາວເລີ່ມຮູ້ສຶກບໍ່ສະບາຍ ແລະໜັກໃຈເມື່ອເວລາຈະໄປການທຸກມື້. ບາງຄົນກໍແນະນຳໃຫ້ລາວໄປເວົ້າກັບພະແນກບ່ອນຫາງານໃຫ້ຄົນ.

1. How many career decisions did Minh Lien make?
ມີຈັກອາຊີບ ທີ່ມິນລຽນໄດ້ເລືອກເອົາ?

2. What factors were involved in each decision?
ການຕັດສິນໃຈແຕ່ລະເທື່ອມີສິ່ງໃດກ່ຽວຂ້ອງແດ່?

CASE STUDY: VAN H.*

ບົດຮຽນ : ແວນ ຮ.

Van H. is a 30-year-old honors graduate of the University of Saigon. Right after his graduation in 1973, he was selected to receive a scholarship from the French Government to undertake one year of advanced training in methods of teaching mathematics at the University of Paris. Upon his return to Vietnam, he was assigned to teach math in grades 11 and 12 at Vung Tau High School. In 1975 Van lost contact with his family in Saigon and followed friends in their escape to Malaysia and then the United States.

ແວນ ຮ. ມີອາຍຸ ໓໐ ປີ ເປັນນັກຮຽນທີ່ຮຽນຈົບຈາກມະຫາວິທຍາລັຍຈາກໄຊງ່ອນ. ຫຼັງຈາກລາວຮຽນຈົບ 1973, ລາວກໍໄດ້ ຖືກເລືອກ ແລະໄດ້ຮັບ ທຶນ ຫຼວງ ຂອງ ຣັຖບານ ຝຣັ່ງ ໄປຮຽນ ການສອນ ເລກ ຊັ້ນ ສູງ ທີ່ ມະຫາວິທຍາລັຍ ຂອງ ປາຣີ, ຝຣັ່ງເສດ. ຫຼັງຈາກລາວກັບຄືນມາ ຫວຽດນາມ ລາວ ກໍເລີ່ມໄດ້ຮັບໜ້າທີ່ໄປສອນ ຫ້ອງ 11 ແລະ ຫ້ອງ 12 ທີ່ໂຮງຮຽນ ມັທະຍົມ ວັງເຕົາ. ໃນປີ 1975 ແວນເສັຽການຕິດ ຕໍ່ກັບ ຄອບຄົວ ລາວຢູ່ໄຊງ່ອນ ແລະແລ້ວ ກໍໜີໄປ ກັບເພື່ອນໄປທີ່ ມາເລເຊັຽ ແລະ ຫຼັງຈາກນັ້ນ ກໍມາ ສະຫະຣັດ.

His first days in the U.S. were frustrating because he had no family nor relatives here. He was lonely and had no money. He decided to do anything he could to make a living. He did the cleaning in hamburger restaurants and washed dishes. He received training to repair washing machines and dryers but could not find a permanent job. He moved to another state to join a road construction gang. Then he followed a friend to Alaska to work in a crab factory located far from any town. He killed king crabs and selected crab meat "like a machine" in his words.

ມື້ທີ່ຢູ່ ຂອງລາວ ຢູ່ ສະຫະຣັດ ເປັນເວລາ ທີ່ ລໍາບາກ ເພາະວ່າລາວບໍ່ມີ ຄອບຄົວ ແລະ ພີ່ນ້ອງ ຢູ່ນີ້. ລາວ ເຫງົາ ໝອງ ແລະ ບໍ່ມີ ເງິນ. ລາວເລີ່ມ ຕັດສິນໃຈ ເຮັດທຸກ ຢ່າງ ເພື່ອຈະຢູ່ ຕໍ່ໄປ. ລາວ ເລີ່ມ ທໍາຄວາມ ສະອາດ ຢູ່ທີ່ ຮ້ານ ອາຫານ ແຮມເບີເກີ ແລະ ລ້າງ ຖ້ວຍ. ລາວໄດ້ຮັບການຮຽນໄປແປງ ເຄື່ອງ ຊັກ ຜ້າ ແລະເຄື່ອງອົບ ແຕ່ວ່າ ກໍ ບໍ່ ຊອກ ວຽກ ຖາວອນ ບໍ່ໄດ້. ລາວຍ້າຍໄປຢູ່ລັດອື່ນ ໄປຮ່ວມ ເຮັດການ ກັບ ພວກ ສ້າງ ທາງ. ຫຼັງຈາກ ນັ້ນ ລາວຕິດ ຕາມ ເພື່ອນ ຊື່ງ ໄປ ອາລັສກາ ໄປເຮັດວຽກຢູ່ໃນໂຮງງານ ເກັບ ກະປູ ຊຶ່ງໄກ ຈາກເມືອງ. ລາວໄດ້ ຂ້າ ປູໃຫຍ່ແລະເລືອກເນື້ອ ປູ " ຄືກັນກັບ ເຄື່ອງຈັກ" ຈາກ ຄວາມເວົ້າ ຂອງລາວ.

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*From Katz, P.H., Project Director, Career Counseling Materials and Techniques for Use With Vietnamese, San Jose: San Jose City College, 1981.

CASE STUDY: VAN H. (Cont.)

He had no place to go on weekends. Life finally became so difficult and boring that he decided to buy a used car with his savings and drove to Washington, Oregon, and some other states to look for work.

ລາວບໍ່ມີບ່ອນຈະໄປເມື່ອທ້າຍສັປດາ. ສຸດທ້າຍມາ ຊີວິດຂອງລາວກໍ່ເລີຍລໍາບາກ ແລະບໍ່ມີຊີວິດຊີວາ ດັ່ງນັ້ນ ລາວເລີຍຕົກລົງໄປຊື້ລົດກັນຍັງຈາກເງິນທີ່ລາວທ້ອນໄວ້, ແລະກໍ່ຂັບໄປວໍຊິງຕັນ. ອໍຣິກັນ ແລະລັດອື່ນໆໄປຊອກຫາການ.

One day in 1978 he arrived in San Jose, California, and there he met his former professor of education, who was a vocational counselor in the area. In their conversation together, Van revealed how disappointed he was with his current life. He had no plan for his future and had received no news from his family back in Vietnam. He was overjoyed to meet with the counselor, whom he had respected and trusted. He was convinced that he had wasted his time traveling around and not using his skills and educational background to learn a profession. The counselor also found out that due to his depression, Van had no desire to learn or study.

ມື້ໜຶ່ງໃນ 1978 ລາວໄດ້ມາເຖິງຊານໂຮເຊ ຄາລີຟໍເນັຍ, ແລະຢູ່ທີ່ນັ້ນລາວໄດ້ພົບອາຈານເກົ່າຂອງລາວ ຜູ້ທີ່ກາຍເປັນຜູ້ອົບຮົມການຮຽນອາຊີບຢູ່ແຖວນີ້. ໃນເມື່ອເວົ້າເຈົ້າລົມກັນ ແວນໄດ້ລະບາຍຄວາມຜິດຫວັງຕໍ່ຊີວິດໃກ້ໆຂອງລາວ, ລາວບໍ່ມີແຜນການຂອງລາວເພື່ອອານາຄົດ ແລະບໍ່ໄດ້ຮັບຂ່າວຈາກຄອບຄົວຂອງລາວຢູ່ວຽດນາມເລີຍ. ລາວມີຄວາມດີໃຈຫຼາຍທີ່ໄດ້ພົບກັບຜູ້ອົບຮົມ ຜູ້ນີ້ ເປັນຄົນທີ່ລາວເຄົາຣົບແລະນັບຖື ລາວເຊື່ອຖືວ່າລາວໄດ້ເສັຍເວລາພະເນຈອນໂດຍທີ່ບໍ່ໄດ້ໃຊ້ວິຊາຄວາມຮູ້ທີ່ລາວມີແລ້ວໄປຮຽນອາຊີບໃໝ່. ຜູ້ອົບຮົມກໍ່ຮູ້ວ່າເພາະຄວາມກັດກຸ້ມ. ແວນບໍ່ມີຄວາມຄິດວ່າໄປຮໍ່າໄປຮຽນ.

CASE STUDY: VAN H. (Cont.)
ບົດຮຽນ ແວນ H. (ຕໍ່)

1. How many career decisions did Van make?
ການເລືອກອາຊີບ ມີຈັກເທື່ອ ທີ່ແວນໄດ້ເຮັດ ?

2. What factors were involved in each decision?
ການຕັດສິນໃຈທຸກຄັ້ງ ມີກ່ຽວຂ້ອງ ອັນໃດແດ່ ?

SETTING CAREER GOALS — UNIT IV/LESSON 9

OBJECTIVES:

1. Students will distinguish between short-term goals and long-term goals.
2. Students will identify obstacles and obstacle-removal strategies.

INSTRUCTOR PREPARATION:

1. Duplicate sufficient copies of Career Goals (IV-9-SHa) and Case Studies (IV-9-SHb,c,d).
2. Be certain that students have their copies of My Tentative Career Plan.

PROCEDURE:

Mini-lecture followed by small-group discussion of case studies.

MATERIALS:

1. Career Goals (IV-9-SHa)
2. Case Study: Chanh S. (IV-9-SHb)
3. Case Study: Le V. (IV-9-SHc)
4. Case Study: Chan M. (IV-9-SHd)

GUIDELINES:	NOTES:
In-Class Activities	
1. Review concept of career goals. Define words specific, challenging, measurable, attainable. Have students write down definitions. Discuss differences among short-term, intermediate, and long-term goals.	See Career Goals (IV-9-SHa)
2. Distribute first case study, Chanh S. (IV-9-SHb). Read aloud and answer questions as a group.	

GUIDELINES (Cont.):

NOTES:

3. Divide class into small groups. Give half the case study: Le V. (IV-9-SHc) and half the case study: Chan M. (IV-9-SHd). Have groups share highlights of their discussions.

4. Discuss obstacles that could stand in way of students' goals. Have group brainstorm obstacle-removal strategies.

Outside Activity:

Have students complete the long-term and short-term goals plus possible obstacles in My Tentative Career Plan.

REFERENCES AND SUPPLEMENTARY MATERIALS:

Leeman, C., Project Director. Career Decision Making - A Process Guide. Antioch, Calif: Antioch Unified School District, 1981.

UNIT IV/LESSON 9
IV-9-SHa
CAMBODIAN

CAREER GOALS

គោលបំណងអាជីព

Only you know or can find out what you want from life. The things you want are your goals. The goals that you seek to achieve through work are called career goals

មានតែលោកអ្នកតែម្នាក់ឯងទេដែលអាចដឹង និងរកឃើញថា តើលោកអ្នកចង់បានការអ្វីៗ ពីជីវិត។ អ្វីៗដែលលោកអ្នកចង់បានការ គឺគោលបំណងរបស់លោកអ្នក។ គោលបំណងដែលលោកអ្នកចង់បានតាមរយៈការងារនោះ៖ គេហៅថាគោលបំណងអាជីព។

In setting goals for yourself, think of what you like to do and those things you do best.

ដើម្បីជ្រើសរើសគោលបំណងរបស់លោកអ្នក ត្រូវគិតមើលថា តើលោកអ្នកចង់ធ្វើអ្វី ហើយពូកែខាងការងារអ្វីជាងគេ ដើម្បីអោយមានប្រសិទ្ធភាព គោលបំណងត្រូវមានលក្ខណៈដូចតទៅនេះ៖

In order to be effective, goals must be:

1. SPECIFIC

១. ការជាក់លាក់

2. CHALLENGING

២. ការទាមទារអោយមានសមត្ថភាព

3. MEASURABLE

៣. ការអាចវាស់ស្ទង់

4. ATTAINABLE

៤. ការដែលអាចធ្វើអោយសំរេចបាន

Goals can be either short term, intermediate, or long term.

គោលបំណងអាចមានលក្ខណៈ ខ្លី, មធ្យម និងវែងឆ្ងាយ ។

CASE STUDY: CHANH S.

សិក្សាសំណុំរឿង: ចាន់

Chanh S. was a teacher in Laos. She is currently enrolled in a community college and will graduate with an A.A. degree next spring. She wants to be an instructional aide for an elementary school and will continue her education at a local four-year college in order to become a teacher. She hopes to complete her studies and credentialling program within three years.

ចាន់ធ្លាប់ធ្វើជាគ្រូបង្រៀនកាលនៅប្រទេសលាវ ។ កាលពីពេលថ្មីៗនេះ: គាត់បានចុះឈ្មោះចូលរៀននៅវិទ្យាល័យសហគមន៍មួយនៅនិទាឃរដូវខាងមុខនេះ: ដើម្បីទទួលយកសញ្ញាប័ត្រ បរិញ្ញាប័ត្រ គាត់ចង់ធ្វើជាគ្រូបង្រៀនរងនៅសាលាបឋមសិក្សាមួយ និងបន្តការសិក្សារបស់គាត់នៅវិទ្យាល័យបួនឆ្នាំក្នុងតំបន់ ដើម្បីក្លាយខ្លួនធ្វើជាគ្រូ ។ គាត់សង្ឃឹមថា នឹងបញ្ចប់ការសិក្សា ហើយនឹងរៀនចប់កម្មវិធីក្នុងកំឡុងពេលបីឆ្នាំ ។

1. What is Chanh's short-term career goal?
១. តើគោលបំណងអាជីពការខ្លីរបស់ចាន់គឺអ្វី?
2. What is Chanh's long-term career goal?
២. តើគោលបំណងអាជីពការវែងឆ្ងាយរបស់ចាន់គឺអ្វី?
3. Why did Chanh select this profession?
៣. តើហេតុអ្វីបានជាចាន់ជ្រើសរើសយកអាជីពនេះ?
4. What are the obstacles Chanh faces?
៤. តើចាន់ត្រូវជួបប្រទះនឹងឧបសគ្គអ្វីខ្លះ?
5. What obstacle removal strategies can she use?
៥. តើចាន់អាចប្រើបច្ចេកទេសអ្វីដើម្បីបំបាត់ឧបសគ្គទាំងនោះ?
6. Whom should Chanh contact for advice?
៦. តើចាន់គួរធ្វើការទាក់ទងជាមួយអ្នកណាដើម្បីសុំយោបល់?
7. What will probably be the results of those contacts?
៧. តើការទាក់ទងទាំងនោះអាចផ្ដល់ផលអ្វីខ្លះ?

CASE STUDY: CHANH S. (Cont.)
សិក្សាពីករណីរឿង : ចាន់ (ត)

8. What is her plan of action?
៨. តើគំរោងការណ៍សកម្មភាពរបស់ចាន់គឺអ្វី?

9. Is the short-term goal
៩. តើគោលបំណងដ៏ខ្លីមានលក្ខណៈជា :

________ specific?
ការជាក់លាក់ ?

________ challenging?
ការវិតរឹងសមត្ថភាព

________ measurable?
ការអាចវាស់បាន

________ attainable?
ការខិតធ្វើដោយសម្រេចបាន ?

10. Is the long-term goal
១០. តើគោលបំណងដ៏វែងឆ្ងាយមានលក្ខណៈជា :

________ specific?
ការជាក់លាក់ ?

________ challenging?
ការវិតរឹងសមត្ថភាព

________ measurable?
ការអាចវាស់បាន

________ attainable?
ការខិតធ្វើដោយសម្រេចបាន

CASE STUDY: LE V.
សិក្សាពីករណីរឿង: ឡេ

Le V. speaks some English and is a student at a community college. He would like to be a firefighter within two years. He likes to work with people and would like fighting fires, saving lives, and performing rescue services. He also likes outdoor work and is physically fit.

ឡេនិយាយអង់គ្លេសបានបន្តិចបន្តួច ហើយគឺជាកូនសិស្សនៅវិទ្យាល័យសហគមន៍មួយ គេចង់ធ្វើជាអ្នកពន្លត់ភ្លើងនៅក្នុងរយៈពេលពីរឆ្នាំនេះ។ គេចូលចិត្តធ្វើការជាមួយអ្នកដទៃ ពន្លត់ភ្លើង, ជួយជីវិតគេ និងបំពេញកិច្ចការសង្គ្រោះនានា។ គេចង់ធ្វើការនៅក្រៅផ្ទះ គេមានសុខភាពមាំមួន។

He is working on an A.A. degree in Fire Science with courses in math, science, and English. His counselor has made sure he is taking the proper courses including E.S.L. He visited the local fire station and was told that he must pass a physical and written tests in order to become a firefighter.

គេកំពុងរៀនយកសញ្ញាបត្រ A.A. ផ្នែកការពន្លត់ភ្លើង ដោយរៀនមុខវិជ្ជាគណិតសាស្ត្រ, វិទ្យាសាស្ត្រ និងភាសាអង់គ្លេស។ អ្នកប្រឹក្សារបស់ឡេ និងធានាថា ឡេបានសិក្សាពីមុខវិជ្ជារបស់គេហើយទៀតមានទាំងការសិក្សាភាសាអង់គ្លេសជាភាសាទីពីរ ESL ដែរ។ គេបានទៅមើលស្ថានីយ៍ពន្លត់ភ្លើងហើយ។ គេបានប្រាប់ឡេថា ត្រូវប្រឡងកាយសម្បទា និងប្រឡងសរសេរ ជាប់ការប្រឡងភាសាដើម្បីគេអាចធ្វើជាអ្នកពន្លត់ភ្លើងបាន។

1. What is Le's career goal?

១. តើគោលបំណងអាជីពរបស់ឡេជាអ្វី?

2. Is it a short-term, intermediate, or long-term goal?

២. តើគោលបំណងនេះជាគោលបំណងខ្លី, មធ្យម ឬ គោលបំណងដ៏វែងឆ្ងាយ?

3. When does he hope to achieve the goal?

៣. តើនៅពេលណា ឡេសង្ឃឹមថានឹងបានសម្រេចគោលបំណងនោះ?

CASE STUDY: LE V. (Cont.)
សិក្សាករណីរឿង : ឡេ (ត)

4. Why did he select the job?
៤. តើហេតុអ្វីបានជាគេជ្រើសរើសយកការងារនោះ?

5. What are the obstacles to Le's reaching his goal?
៥. តើមានឧបសគ្គអ្វីខ្លះរាំងរាដល់ការយកឡេបានសម្រេចនូវគោលបំណងរបស់គេ?

6. What obstacle removal strategies can he use?
៦. តើឡេអាចជ្រើសរើសរកមធ្យោបាយអ្វីដើម្បីបំបាត់ឧបសគ្គទាំងនោះ?

7. Who has Le contacted for advice?
៧. តើឡេបានទំនាក់ទំនងជាមួយអ្នកណាដើម្បីស្ដាប់ដំបូន្មាន?

8. What were the results of those contacts?
៨. តើលទ្ធផលនៃការទាក់ទងបានយ៉ាងណាខ្លះ?

9. What should he do next?
៩. តើបន្ទាប់ពីនេះ ឡេគួរធ្វើយ៉ាងដូចម្ដេច?

10. What are the positive reasons that you can see for Le's achieving his goal?
១០ តើអ្នកឃើញមានហេតុផលល្អប្រសើរអ្វីខ្លះដែលឡេ អាចសម្រេចនូវ
គោលបំណងរបស់គេ?

11. Is the goal:
១១. តើគោលបំណងនោះមានលក្ខណៈ:

______ specific?
ការជាក់លាក់?

______ challenging?
ការទាក់ទិនសមត្ថភាព?

______ measurable?
ការវាស់ស្ទង់បាន?

______ attainable?
ការខិតខំធ្វើឲ្យសម្រេចបាន?

UNIT IV/LESSON 9
IV-9-SH1
CAMBODIAN

CASE STUDY: CHAN M.
សិក្សាអំពីរឿង: ចាន់

Chan M. is an 18-year old Cambodian girl who is good at science and math and likes computers, calculators, and drafting. She wants to be an engineering technician after she obtains her A.A. degree. Her counselor has advised her to continue her studies at a four-year college in order to become an engineer. Her parents want her to get married and perhaps work as a secretary once she learns to read and write English better.

ចាន់ជាកូនស្រីអាយុ ១៨ ឆ្នាំ នាងជាកូនខ្មែរ ពូកែវិជ្ជាវិទ្យាសាស្ត្រ និងគណិតសាស្ត្រ ហើយចូលចិត្តម៉ាស៊ីនកុំព្យូទ័រ, ម៉ាស៊ីនគិតលេខ និងគូរប្លង់ , នាងចង់ធ្វើជាជំនួយការបច្ចេកទេសក្រោយពេលនាងប្រឡងជាប់បរិញ្ញាប័ត្រ អ្នកប្រឹក្សារបស់នាងបានផ្តល់យោបល់ថា នាងត្រូវបន្តការសិក្សានៅវិទ្យាល័យ ៤ ឆ្នាំទៀត ដើម្បីក្លាយទៅជាវិស្វករ បិតាមាតានាងចង់ឲ្យនាងរៀបការ ហើយធ្វើការជាស្មៀន កាលណានាងរៀនចេះអាន និងសរសេរភាសាអង់គ្លេសបានប្រសើរ

1. What is Chan's short-term intermediate career goal?

១. តើគោលបំណងរយៈពេលខ្លីក្នុងការប្រកបអាជីពរបស់ ចាន់ គឺអ្វី?

2. What is Chan's long-term career goal?

២. តើគោលបំណងរយៈពេលវែងក្នុងការប្រកបអាជីពរបស់ចាន់គឺអ្វី?

3. Why did Chan select this profession?

៣. ហេតុអ្វីបានជាចាន់ជ្រើសរើសមុខរបរនេះ?

4. What obstacles does Chan face?

៤. តើចាន់ជួបប្រទះឧបសគ្គអ្វីខ្លះ?

5. What obstacle removal strategies can she use?

៥. តើនាងចាន់អាចជ្រើសរើសវិធីណាដើម្បីបំបាត់ឧបសគ្គទាំងនោះបាន?

6. Who should Chan contact for advice?

៦. តើចាន់គួរតែទាក់ទងជាមួយអ្នកណាដើម្បីសុំយោបល់?

7. What will probably be the results of those contacts?

៧. តើលទ្ធផលនៃការទាក់ទង នឹងបានដូចម្តេច?

CASE STUDY: CHAN M. (Cont.)
សិក្សាពីករណី : ចាន់

8. What is her plan of action?
៨. តើផែនការសកម្មភាពរបស់នាងចាន់គឺអ្វី ?

9. Is the short-term goal:
៩. តើគោលបំណងដ៏ខ្លីមានលក្ខណៈជា:

_____ specific?
ការជាក់លាក់ ?

_____ challenging?
ការទៅតទល់នឹងឧបសគ្គភាព ?

_____ measurable?
ការវាស់ទូប ?

_____ attainable?
ការបែងឡើងគោលសម្រេចបាន ?

10. Is the long-term goal:
១០. តើគោលបំណងដ៏វែងឆ្ងាយមានលក្ខណៈជា:

_____ specific?
ការជាក់លាក់ ?

_____ challenging?
ការទៅតទល់នឹងឧបសគ្គភាព

_____ measurable?
ការវាស់ទូប

_____ attainable?
ការបែងឡើងគោលសម្រេចបាន ?

CAREER GOALS
MỤC TIÊU NGHỀ NGHIỆP

Only you know or can find out what you want from life. The things you want are your goals. The goals that you seek to achieve through work are called career goals.

Chỉ có bạn mới biết và tìm ra điều bạn muốn. Những điều bạn muốn là mục tiêu của bạn. Những mục tiêu bạn theo đuổi để đạt được qua sự làm việc được gọi là mục tiêu nghề nghiệp.

In setting goals for yourself, think of what you like to do and those things you do best.

Trong việc đặt ra mục tiêu cho mình, bạn hãy nghĩ đến những gì bạn thích làm và những gì bạn có thể làm hữu hiệu nhất.

In order to be effective, goals must be:

Muốn được hữu hiệu, mục tiêu phải :

1. SPECIFIC
   RÕ RÀNG
2. CHALLENGING
   THÁCH THỨC
3. MEASURABLE
   CÓ THỂ ĐO LƯỜNG ĐƯỢC
4. ATTAINABLE
   CÓ THỂ ĐẠT ĐƯỢC

Goals can be either short term, intermediate, or long term.

Mục tiêu có thể ngắn hạn, trung hạn hoặc dài hạn.

CASE STUDY: CHANH S.
TRƯỜNG HỢP ĐIỂN HÌNH : CHANH S.

Chanh S. was a teacher in Laos. She is currently enrolled in a community college and will graduate with an A.A. degree next spring. She wants to be an instructional aide for an elementary school and will continue her education at a local four-year college in order to become a teacher. She hopes to complete her studies and credentialling program within three years.

Chanh S. nguyên là một giáo viên ở Lào. Cô ta hiện theo học tại một đại học cộng đồng và sẽ tốt nghiệp cán sự vào mùa Xuân tới. Cô ta muốn trở thành một phụ giáo tại một trường tiểu học và sẽ tiếp tục học thêm để trở thành giáo viên. Cô ta hy vọng hoàn tất việc học tập và có được tín chỉ để dạy học trong vòng ba năm.

1. What is Chanh's short-term career goal?
   Mục tiêu nghề nghiệp ngắn hạn của Chanh là gì ?
2. What is Chanh's long-term career goal?
   Mục tiêu nghề nghiệp dài hạn của Chanh là gì ?
3. Why did Chanh select this profession?
   Tại sao Chanh chọn nghề này ?
4. What are the obstacles Chanh faces?
   Chanh phải đương đầu với những trở ngại nào ?
5. What obstacle removal strategies can she use?
   Những cách thức khắc phục trở ngại nào cô ta có thể dùng ?
6. Whom should Chanh contact for advice?
   Chanh phải tiếp xúc với ai để được chỉ dẫn ?
7. What will probably be the results of those contacts?
   Những kết quả nào có thể có do những cuộc tiếp xúc đó ?

CASE STUDY: CHANH S. (Cont.)

TRƯỜNG HỢP ĐIỂN HÌNH : CHANH S.

8. What is her plan of action?
Dự tính hành động của cô ta là gì ?

9. Is the short-term goal
Mục tiêu ngắn hạn có

_________ specific?
rõ ràng không ?

_________ challenging?
thách thức không ?

_________ measurable?
có thể đo lường được không ?

_________ attainable?
có thể đạt được không ?

10. Is the long-term goal
Mục tiêu dài hạn có

_________ specific?
rõ ràng không ?

_________ challenging?
thách thức không ?

_________ measurable?
có thể đo lường được không ?

_________ attainable?
có thể đạt được không ?

CASE STUDY: LE V.
TRƯỜNG HỢP ĐIỂN HÌNH : LÊ V.

Le V. speaks some English and is a student at a community college. He would like to be a firefighter within two years. He likes to work with people and would like fighting fires, saving lives, and performing rescue services. He also likes outdoor work and is physically fit.

Lê V. nói được chút ít tiếng Anh và hiện là sinh viên tại một đại học cộng đồng. Anh ta muốn trở thành nhân viên cứu hỏa trong vòng hai năm nữa. Văn muốn làm việc với người khác, chống hỏa hoạn, cứu mạng người và làm những công việc cứu cấp. Anh ta có sức khỏe và thích làm những việc ngoài trời.

He is working on an A.A. degree in Fire Science with courses in math, science, and English. His counselor has made sure he is taking the proper courses including E.S.L. He visited the local fire station and was told that he must pass a physical and written tests in order to become a firefighter.

Anh ta đang học lấy cấp bằng cán sự ngành phòng hỏa với các lớp toán, khoa học, anh ngữ. Người cố-vấn của anh ta đã giúp để anh ta chọn đúng lớp, kể cả lớp Anh ngữ ESL. Anh ta đã thăm viếng sở cứu hỏa địa phương và được cho biết là anh ta phải đỗ các trắc nghiệm về sức khỏe và thi viết để trở thành nhân viên cứu hỏa.

1. What is Le's career goal?
   Mục tiêu nghề nghiệp của Lê là gì ?
2. Is it a short-term, intermediate, or long-term goal?
   Đó là mục tiêu ngắn hạn, trung hạn hay dài hạn ?
3. When does he hope to achieve the goal?
   Anh ta hy vọng đạt được mục tiêu vào lúc nào ?

CASE STUDY: LE V. (Cont.)
TRƯỜNG HỢP ĐIỂN HÌNH : LÊ V. (t.t)

4. Why did he select the job?
Tại sao anh ta chọn công việc này ?

5. What are the obstacles to Le's reaching his goal?
Trong việc đạt đến mục tiêu, Lê gặp những trở ngại nào ?

6. What obstacle removal strategies can he use?
Anh ta có thể dùng những phương cách khắc phục trở ngại nào ?

7. Who has Le contacted for advice?
Lê đã tiếp xúc với ai để được hướng dẫn ?

8. What were the results of those contacts?
Những cuộc tiếp xúc này đã đưa đến những kết quả nào ?

9. What should he do next?
Kế đó anh ta phải làm gì ?

10. What are the positive reasons that you can see for Le's achieving his goal?
Những lý do lạc quan nào khiến bạn thấy là Lê sẽ đạt được mục tiêu ?

11. Is the goal:
Mục tiêu có :

_______ specific?
rõ ràng không ?

_______ challenging?
thách thức không ?

_______ measurable?
có thể đo lường được không ?

_______ attainable?
có thể đạt được không ?

CASE STUDY: CHAN M.
TRƯỜNG HỢP ĐIỂN HÌNH : CHAN M.

Chan M. is an 18-year old Cambodian girl who is good at science and math and likes computers, calculators, and drafting. She wants to be an engineering technician after she obtains her A.A. degree. Her counselor has advised her to continue her studies at a four-year college in order to become an engineer. Her parents want her to get married and perhaps work as a secretary once she learns to read and write English better.

Chan M, là một thiếu nữ Cao-miên 18 tuổi, có khiếu về khoa-học, toán và họa. Cô ta muốn trở nên cán sự kỹ thuật sau khi đỗ bằng Cán sự. Người cố-vấn của cô ta khuyên cô nên tiếp tục học lên đại học bốn năm để trở thành kỹ sư. Cha mẹ cô ta muốn cô ta lập gia đình và có thể nhận một việc làm thư ký sau khi học đọc và viết tiếng Anh khá hơn.

1. What is Chan's short-term intermediate career goal?
   Mục tiêu nghề nghiệp ngắn hạn trung gian của Chan là gì ?
2. What is Chan's long-term career goal?
   Mục tiêu nghề nghiệp dài hạn của Chan là gì ?
3. Why did Chan select this profession?
   Tại sao Chan chọn nghề này ?
4. What obstacles does Chan face?
   Cô ta gặp những trở ngại nào ?
5. What obstacle removal strategies can she use?
   Cô ta có thể dùng những phương cách khắc phục nào ?
6. Who should Chan contact for advice?
   Chan phải tiếp xúc với ai để được hướng dẫn ?
7. What will probably be the results of those contacts?
   Những kết quả nào có thể có do những cuộc tiếp xúc đó ?

CASE STUDY: CHAN M. (Cont.)
TRƯỜNG HỢP ĐIỂN HÌNH : CHAN M. (t.t)

8. What is her plan of action?
Dự tính hành động của cô ta là gì ?

9. Is the short-term goal:
Mục tiêu ngắn hạn có :

________ specific?
rõ ràng không ?

________ challenging?
thách thức không ?

________ measurable?
có thể đo lường được không ?

________ attainable?
có thể đạt được không ?

10. Is the long-term goal:
Mục tiêu dài hạn có :

________ specific?
rõ ràng không ?

________ challenging?
thách thức không ?

________ measurable?
có thể đo lường được không ?

________ attainable?
có thể đạt được không ?

CAREER GOALS
ຈຸດໝາຍຂອງອາຊີບ

Only you know or can find out what you want from life. The things you want are your goals. The goals that you seek to achieve through work are called career goals.

ມີແຕ່ທ່ານຮູ້ ຫຼືວ່າ ທ່ານ ສົມຄວນ ທີ່ຈະຮູ້ວ່າ ອັນໃດ ທີ່ ທ່ານ ຕ້ອງການ ຈາກຊີວິດທ່ານ. ສິ່ງທີ່ທ່ານຕ້ອງການ ຄືຈຸດໝາຍຂອງທ່ານ. ຈຸດໝາຍ ທີ່ ທ່ານ ສາເຮັດ ຈາກວຽກເອີ້ນວ່າ ຈຸດໝາຍຂອງອາຊີບ

In setting goals for yourself, think of what you like to do and those things you do best.

ເວລາຕັ້ງຈຸດໝາຍ ເພື່ອທ່ານ, ຄິດເບິ່ງວ່າ ທ່ານ ມັກເຮັດ ຫຍັງ ແລະ ສິ່ງໃດທີ່ທ່ານ ເຮັດໄດ້ ດີ ທີ່ ສຸດ.

In order to be effective, goals must be:

ເພື່ອຈະເຮັດ ໃຫ້ ຖືກ ຕ້ອງ, ຈຸດ ໝາຍ ຕ້ອງ ເປັນ:

1. SPECIFIC
   ສະເພາະ
2. CHALLENGING
   ຄວາມບາກ
3. MEASURABLE
   ແທກໄດ້
4. ATTAINABLE
   ຈະເຮັດໄດ້

Goals can be either short term, intermediate, or long term.

ຈຸດໝາຍຈະເປັນແນວລະຍະສັ້ນ, ທັນທີ ຫຼືວ່າ ລະຍະຍາວ.

CASE STUDY: CHANH S.
ບົດຮຽນ : ຈັນ ແຊສ.

Chanh S. was a teacher in Laos. She is currently enrolled in a community college and will graduate with an A.A. degree next spring. She wants to be an instructional aide for an elementary school and will continue her education at a local four-year college in order to become a teacher. She hopes to complete her studies and credentialling program within three years.

ຈັນ ແຊສ. ເປັນນາຍຄູລາວ. ໃນມໍ່ໆມານີ້ ລາວໄດ້ເຂົ້າວິທະຍາໄລ ລາວຈະຮຽນຈົບຣະດູໃບໄມ້ປົ່ງນີ້. ລາວຢາກເປັນຜູ້ຊ່ວຍສອນ ຢູ່ໂຮງຮຽນ ປະຖົມສຶກສາ ແລະລາວຈະຕໍ່ເນື່ອງ ຮຽນຕໍ່ ຢູ່ທີ່ວິທະຍາໄລ 4 ປີ ເພື່ອຈະໄດ້ເປັນຄູສອນ. ລາວຫວັງວ່າ ການຮຽນຂອງລາວ ແລະໜັງສືຕ່າງໆຂອງການສອນ ຈະສິ້ນສຸດລົງ ພາຍໃນ 3 ປີ.

1. What is Chanh's short-term career goal?
   ຈຸດປະສົງລະຍະສັ້ນ ຂອງຈັນ ແມ່ນຫຍັງ?
2. What is Chanh's long-term career goal?
   ຈຸດປະສົງລະຍະຍາວ ຂອງຈັນ ແມ່ນຫຍັງ!
3. Why did Chanh select this profession?
   ດ້ວຍເຫດຫຍັງ ຈັນຈຶ່ງເລືອກວິຊານີ້?
4. What are the obstacles Chanh faces?
   ບັນຫາຢ່າງໃດທີ່ຈັນມີ?
5. What obstacle removal strategies can she use?
   ແຜນທີ່ຈະແກ້ບັນຫາຢ່າງໃດ ທີ່ຈັນຈະໃຊ້?
6. Whom should Chanh contact for advice?
   ແມ່ນໃຜທີ່ຈັນຕ້ອງຕິດຕໍ່ ເພື່ອແນະນຳ?
7. What will probably be the results of those contacts?
   ຜົນສຸດທ້າຍ ອາດເປັນຢ່າງໃດ ກ່ຽວກັບການຕິດຕໍ່?

CASE STUDY: CHANH S. (Cont.)
ບົດຮຽນ ຈັນ ແຊງ (ຕໍ່)

8. What is her plan of action?
ແຜນການກະທຳຂອງລາວ ເປັນຢ່າງໃດ?

9. Is the short-term goal
ຈຸດປະສົງລະຍະສັ້ນນີ້.

________ specific?
ລະອຽດ?

________ challenging?
ຍາກ?

________ measurable?
ວັດແທກໄດ້?

________ attainable?
ຈະເຮັດໄດ້?

10. Is the long-term goal
ຈຸດປະສົງລະຍະຍາວນີ້

________ specific?
ລະອຽດ!

________ challenging?
ຍາກ!

________ measurable?
ວັດແທກໄດ້?

________ attainable?
ຈະເຮັດໄດ້?

CASE STUDY: LE V.
ບົດຮຽນ ລີ ວີ

Le V. speaks some English and is a student at a community college. He would like to be a firefighter within two years. He likes to work with people and would like fighting fires, saving lives, and performing rescue services. He also likes outdoor work and is physically fit.	ລີ ວີ. ເວົ້າ ພາສາ ອັງກິດ ໄດ້ ເລັກນ້ອຍ ແລະ ກໍ ເປັນ ນັກຮຽນ ຢູ່ວິທຍາລັຍ. ລາວ ຢາກເປັນ ຄົນ ດັບ ເພີງ ພາຍໃນ 2 ປີ. ລາວ ມັກ ເຮັດ ການ ກັບ ຫມູ່ ຄົນ ແລະ ມັກ ການ ດັບ ເພີງ ຊ່ວຍເຫຼືອ ຊີວິດ ແລະ ການ ຊ່ວຍ ເຫຼືອ ຕ່າງໆ. ລາວມັກ ເຮັດ ວຽກນອກ ຄອບ ແລະ ຮ່າງ ກາຍກໍສົມ ບູນ ດີ.
He is working on an A.A. degree in Fire Science with courses in math, science, and English. His counselor has made sure he is taking the proper courses including E.S.L. He visited the local fire station and was told that he must pass a physical and written tests in order to become a firefighter.	ລາວ ກໍາລັງ ຮຽນ ເອົາ ປະກາດໃຊນບັດ ຝ່າຍ ດັບ ເພີງ ທີ່ ມີ ການ ຮຽນ ກ່ຽວ ກັບ ຄິດ ເລກ, ວິທຍາສາດ ແລະ ພາສາ ອັງກິດ. ຜູ້ ອົບຮົມ ຂອງ ລາວ ໄດ້ ເຮັດ ຄັກ ແນ່ ວ່າ ວິຊາ ທີ່ ລາວ ຮຽນນີ້ ມີ ພາສາ E.S.L. ລາວ ຢ້ຽມ ຢາມ ສະຖານທີ່ ດັບ ເພີງ ຢູ່ໃກ້ຄຽງ ແລະ ຮູ້ວ່າ ລາວຕ້ອງ ຜ່ານ ການ ສອບ ເສັງ ໃນດ້ານ ສຸຂະພາບ ແລະ ການຂຽນ ເພື່ອຈະ ເປັນ ຄົນ ດັບ ເພີງໄດ້

1. What is Le's career goal?
   ຈຸດ ປະສົງ ຂອງ ລີ ແມ່ນ ຫຍັງ?
2. Is it a short-term, intermediate, or long-term goal?
   ຈຸດ ປະສົງ ນີ້ ແມ່ນ ລະ ຍະ ສັ້ນ, ປັຈບັນ, ຫຼືວ່າ ລະ ຍະ ຍາວ?
3. When does he hope to achieve the goal?
   ຍາມໃດລາວ ຄິດ ຈະ ສໍາ ເຣັດ ຈຸດ ປະສົງ ຂອງລາວ?

CASE STUDY: LE V. (Cont.)
ບົດຮຽນ ລີ ວີ (ຕໍ່)

4. Why did he select the job?
ດ້ວຍເຫດໃດລາວຈຶ່ງເລືອກງານນີ້?

5. What are the obstacles to Le's reaching his goal?
ບັນຫາອັນໃດແດ່ ທີ່ຈະຕ້ານທານ ຈຸດປະສົງຂອງລີ?

6. What obstacle removal strategies can he use?
ແຜນການຈະແກ້ບັນຫາອັນໃດ ທີ່ລາວຈະໃຊ້?

7. Who has Le contacted for advice?
ລີຈະຕິດຕໍ່ກັບໃຜ ເພື່ອການແນະນຳ?

8. What were the results of those contacts?
ຜົນປະໂຍດອັນໃດແດ່ ກ່ຽວກັບການຕິດຕໍ່?

9. What should he do next?
ຕໍ່ໄປລາວຈະເຮັດແນວໃດ?

10. What are the positive reasons that you can see for Le's achieving his goal?
ເຫດຜົນທີ່ແນ່ນອນ ບ່ງໃດ ທີ່ທ່ານ ເຫັນວ່າລີຈະສຳເຣັດຈຸດ ໝາຍຂອງລາວ?

11. Is the goal:
ຈຸດໝາຍນີ້

_______ specific?
ລະອຽດບໍ່?

_______ challenging?
ຍາກບໍ່?

_______ measurable?
ວັດແທກໄດ້ບໍ່?

_______ attainable?
ເອົາໄດ້ບໍ່?

CASE STUDY: CHAN M.
ບົດຮຽນ ຈັນ ແອມ

Chan M. is an 18-year old Cambodian girl who is good at science and math and likes computers, calculators, and drafting. She wants to be an engineering technician after she obtains her A.A. degree. Her counselor has advised her to continue her studies at a four-year college in order to become an engineer. Her parents want her to get married and perhaps work as a secretary once she learns to read and write English better.

ຈັນ ແອມ ເປັນ ຜູ້ຍິງ ເຂມນ ອາຍຸ 18 ປີ, ລາວເກັ່ງ ດ້ານ ວິທຍາສາດ ແລະ ຄິດເລກ ແລະ ມັກເຄື່ອງ ໂຄໂກມມີເຕີ, ເຄື່ອງ ຄິດເລກ ແລະ ການແຕ້ມ. ລາວ ຢາກເປັນ ວິສະວະກອນ Technic ຫຼັງຈາກລາວໄດ້ໃບ ປະກາສນີຍະບັດ AA. ຜູ້ອົບຮົມ ຂອງລາວໄດ້ແນະນຳ ລາວໄປຮຽນ ຕໍ່ທີ່ ວິທຍາລັຍ 4 ປີ ເພື່ອຈະເປັນວິສະວະກອນ. ພໍ່ແມ່ ຂອງລາວ ຢາກໃຫ້ ລາວແຕ່ງງານ ແລະ ບາງທີ ເຮັດການ ເປັນ ເລຂາ ຫຼັງຈາກລາວ ຮຽນ ອ່ານ ແລະ ຂຽນ ພາສາ ອັງກິດ ພໍສົມຄວນແລ້ວ.

1. What is Chan's short-term intermediate career goal?
   ຈຸດປະສົງອາຊີບ ລະຍະສັ້ນ ໝົດ ທີ ໝົດ ໃດ ຂອງຈັນ ແອ່ມ ຫຍັງ?
2. What is Chan's long-term career goal?
   ຈຸດປະສົງອາຊີບ ລະຍະຍາວ ຂອງຈັນ ແອ່ມ ຫຍັງ?
3. Why did Chan select this profession?
   ດ້ວຍເຫດໃດ ຈັນຈຶ່ງ ເລືອກວິຊານີ້?
4. What obstacles does Chan face?
   ຈັນ ມີ ບັນຫາ ອັນໃດແດ່?
5. What obstacle removal strategies can she use?
   ແຜນ ການຈະແກ້ ບັນຫາ ອັນໃດ ທີ່ຈັນ ຈະໃຊ້?
6. Who should Chan contact for advice?
   ເພື່ອ ແນະນຳ ຈັນ ຄວນຈະ ຕິດຕໍ່ ກັບໃຜ?
7. What will probably be the results of those contacts?
   ຜົນສຸດ ທ້າຍ ອາດ ເປັນແບບໃດ ກ່ຽວກັບ ການຕິດຕໍ່?

CASE STUDY: CHAN M. (Cont.)
ບົດຮຽນ ຈັນ ແມນ (ຕໍ່)

8. What is her plan of action?
ແຜນ ການ ກະທຳ ຂອງລາວ ແມ່ນ ຫຍັງ?

9. Is the short-term goal:
ຈຸດ ປະສົງ ລະ ຍະ ສັ້ນ ນີ້

______ specific?
ລະອຽດບໍ່?

______ challenging?
ຍາກບໍ່?

______ measurable?
ວັດແທກໄດ້ບໍ່?

______ attainable?
ຈະເອົາໄດ້ບໍ່?

10. Is the long-term goal:
ຈຸດ ປະສົງ ລະ ບະ ໄກນີ້

______ specific?
ລະອຽດບໍ່?

______ challenging?
ຍາກບໍ່?

______ measurable?
ວັດແທກໄດ້ບໍ່?

______ attainable?
ຈະເອົາໄດ້ບໍ່?

RESEARCHING A CAREER

UNIT IV/LESSON 10

OBJECTIVES:

1. Students will identify two occupations of interest to them.
2. Students will complete a job inventory form for the two careers they are considering.

INSTRUCTOR PREPARATION: Duplicate sufficient copies of Occupation Research Inventory (IV-10-SHa).

STUDENT PREPARATION: Students should select two careers they wish to research before coming to class.

PROCEDURE: Large-group discussion followed by individual work.

MATERIALS:

1. Occupation Research Inventory (IV-10-SHa).
2. Wall charts
3. Felt pens

GUIDELINES:

NOTES:

In-Class Activities

1. Distribute Occupation Research Inventory (IV-11-SHa) and review it with students.
2. Ask students to begin filling out the Inventory.

Encourage students to use interview data as well as printed resources.

Outside Activity:

Have the student complete their Inventory on the careers they are researching.

GUIDELINES (Cont.):

NOTES:

REFERENCES AND SUPPLEMENTARY MATERIALS:

U.S. Department of Labor. Dictionary of Occupational Titles (4th ed.) Washington, D.C.: Government Printing Office, 1977.

U.S. Department of Labor. Occupational Outlook Handbook. Washington, D.C.: Government Printing Office, 1980.

UNIT IV/LESSON 10
IV-10-SHa
CAMBODIAN

Name ______________________

Date ______________________

OCCUPATION RESEARCH INVENTORY

Select two occupations which interest you and describe (1) the duties and responsibilities; (2) working conditions; (3) the salary range; (4) the present and expected future needs in these occupations locally, in your state, and in the nation; and (5) the educational and training requirements to enter and progress in them. (Sources for this information include interviews with those presently working in the occupations you select, the Dictionary of Occupational Titles, the Occupational Outlook Handbook, bulletins from your state employment service, and various library references.)

ចូរជ្រើសរើសមុខរបរពីរដែលលោកអ្នកចាប់អារម្មណ៍ ហើយពណ៌នាពីរ (១) ភារកិច្ចនិងការទទួលខុសត្រូវ (២) លក្ខខណ្ឌការងារ (៣) ប្រាក់បៀវត្សរ៍ (៤) សេចក្តីត្រូវការបច្ចុប្បន្ននិងអនាគត [illegible] មុខរបរក្នុងស្រុក, ក្នុងរដ្ឋ និងក្នុងប្រទេសទាំងមូល (៥) សេចក្តីត្រូវការការសិក្សា និងការហ្វឹកហាត់ដើម្បីចូលធ្វើ [illegible] មុខរបរទាំងនោះ (ប្រភពនៃព័ត៌មាននេះ គឺ [illegible] ការសម្ភាសន៍ជាមួយ [illegible] ការងារដែលលោកអ្នកបានជ្រើសរើស, វចនានុក្រម [illegible] មុខរបរ, សៀវភៅ [illegible] មុខរបរ, ព្រឹត្តិបត្រ [illegible] ក្រសួងការងារក្នុងរដ្ឋ និងឯកសារ [illegible] បណ្ណាល័យ)

I. The name of the first occupational field I am researching is ____________

១. ឈ្មោះវិស័យមុខរបរទីមួយដែលខ្ញុំកំពុងស្រាវជ្រាវគឺ ____________

1. The duties and responsibilities include: ____________

១ ភារកិច្ចនិងការទទួលខុសត្រូវមាន:

____

____

____

____

OCCUPATIONAL RESEARCH INVENTORY (Cont.)

2. Working conditions:
២. លក្ខខណ្ឌការធ្វើការ:

   a. Normal hours of work are: ______________________
   ក. ម៉ោងធ្វើការធម្មតាមាន:

   b. Personal safety of workers (list any possible dangerous conditions)
   ខ. និរភ័យនៃអ្នកធ្វើការ (បញ្ជាក់សរុបលក្ខខណ្ឌទាំងឡាយ
   ណាមួយដែលអាចមាន (គ្រោះថ្នាក់)
   ____
   ____

   c. Describe the typical work environment by indicating: (1) if the work is mainly done indoors or outdoors, (2) whether indoor facilities are usually air conditioned and heated, (3) if the work is performed while standing or sitting, (4) whether surroundings are pleasant and attractive, and (5) whether the noise level is unpleasant.

   គ. ពណ៌នាសរុបបរិយាកាសនៃការងារដោយបញ្ជាក់ថា:
   (១) បើការងារនោះធ្វើនៅក្នុងអាគារ ឬ នៅក្រៅអាគារ
   (២) បើកន្លែងការងារនោះមានម៉ាស៊ីនត្រជាក់ និង ម៉ាស៊ីនកំដៅដែរទេ?
   (៣) បើការងារដែលធ្វើនោះ ឈរ ឬ អង្គុយ
   (៤) បើការងារនោះ ធ្វើនៅស្រួលស្អាត ហើយ ធ្វើឲ្យគាប់ចិត្តទេ?
   (៥) បើសម្លេងលាន់ឮខ្លាំងរំខានពេកទេ
   ____
   ____
   ____
   ____
   ____

OCCUPATIONAL RESEARCH INVENTORY (Cont.)

បន្ត៖ ការស៊ើបអង្កេតមុខការរកការធ្វើ (ត)

3. The salary range (from beginning salary to what the highest-paid workers in this occupation earn):

៣. កំរិតប្រាក់បៀវត្ស (ចាប់តាំងពីបៀវត្សដំបូងរហូតដល់ចំណូលដែលខ្ពស់បំផុតរបស់អ្នកធ្វើការ :

____

4. Present and expected future needs for workers in this occupation:

៤. ការតំរូវការក្នុងពេលបច្ចុប្បន្ន និង ការរំពឹងទុកសំរាប់អ្នកធ្វើការក្នុងមុខរបរនេះ :

a. The need for workers in this occupation now is:

ក. ការតំរូវការក្នុងពេលបច្ចុប្បន្ននេះ គឺ:

(1) Locally ____________________________

(១) ក្នុងស្រុក

(2) Statewide ____________________________

(២) ក្នុងរដ្ឋទាំងមូល

(3) Nationally ____________________________

(៣) ក្នុងប្រទេសទាំងមូល ·

5. The educational and training requirements to enter and progress in this occupation are:

៥. សេចក្តីត្រូវការក្នុងការសិក្សា និងការហ្វឹកហ្វឺនដើម្បីចូល និងធ្វើ
ដោយឈានទៅមុខក្នុងមុខរបរនេះ គឺ:

____

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6. Where can you acquire the education and training required for this occupation?

៦. តើលោកអ្នកអាចរកទទួលការសិក្សា និងការហ្វឹកហ្វឺន ដែល
ត្រូវការក្នុងមុខរបរនេះ នៅកន្លែងណា?

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OCCUPATIONAL RESEARCH INVENTORY (Cont.)
បញ្ជីការស្រាវជ្រាវមុខការរកការងារធ្វើ (ត)

7. What is the estimated cost of acquiring this education and training?
តើតម្លៃនៃការសិក្សា និង ការហ្វឹកហ្វឺនត្រូវចំណាយអស់ប៉ុន្មានដែរ?

8. Will you be able to afford the expense of this education and training? How?
៨. តើលោកអ្នកអាចរកប្រាក់ដើម្បីចំណាយលើការសិក្សា និងការហ្វឹកហ្វឺននេះបានទេ? បើរកបាន តើរករបៀបណា?

9. What things especially appeal to you about this occupation?
៩. តើលក្ខណៈពិសេសអ្វីខ្លះដែលលោកអ្នកអាចចូលចិត្តក្នុងមុខរបរនេះ?

10. What is there about this occupation that you think you might not like?
១០. តើលក្ខណៈពិសេសអ្វីខ្លះដែលលោកអ្នកអាចមិនចូលចិត្តក្នុងមុខរបរនេះ?

11. List your sources of information about this occupation:
១១. ចូរបញ្ជាក់ប្រាប់ប្រភពនៃពត៌មានស្តីពីការងារនេះ :

OCCUPATIONAL RESEARCH INVENTORY (Cont.)

បញ្ជីរការស្រាវជ្រាវក្នុងការរកការងារធ្វើ (ត)

II. The name of the second occupational field I am researching is:

១១ ឈ្មោះ:វិស័យការងារទីពីរ ដែលខ្ញុំកំពុងធ្វើការស្រាវជ្រាវ គឺ: ______

1. The duties and responsibilities include: ______

១ ភារកិច្ច និងការទទួលខុសត្រូវ មានរួមគឺ:

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2. Working conditions:

២. លក្ខខណ្ឌការធ្វើការ :

a. Normal hours of work are: ______

ក. ម៉ោងធ្វើការធម្មតា គឺ:

b. Personal safety of workers (list any possible dangerous conditions)

ខ. និរភ័យនៃអ្នកធ្វើការ (បញ្ជាក់ពីលក្ខខណ្ឌដែលអាចបណ្តាលអោយមានគ្រោះថ្នាក់ផ្សេង)

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c. Describe the typical work environment by indicating: (1) if the work is mainly done indoors or outdoors, (2) whether indoor facilities are usually air conditioned and heated, (3) if the work is performed while standing or sitting, (4) whether surroundings are pleasant and attractive, and (5) whether the noise level is unpleasant.

គ. ពណ៌នាពីបរិយាកាសនៃការងារធម្មតាដោយបញ្ជាក់ពី: (១) បើការងារនោះធ្វើនៅក្នុងអគារ ឬនៅក្រៅអគារ, (២) បើក្នុងអគារ តើមានម៉ាស៊ីនត្រជាក់ (ត្រជាក់ ឬម៉ាស៊ីនកំដៅ) ដែរទេ, (៣) តើការងារនេះធ្វើនោះ: ឈរ ឬ អង្គុយ, (៤) តើការងារនោះធ្វើនៅកន្លែងស្រស់ស្អាត ឬគួរអោយចាប់ចិត្តទេ, (៥) តើសំលេងរំខានខ្លាំងពេក.

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OCCUPATIONAL RESEARCH INVENTORY (Cont.)
បញ្ជីការស្រាវជ្រាវក្នុងការរកការងារធ្វើ (ត)

3. The salary range (from beginning salary to what the highest-paid workers in this occupation earn):

៣. កំរិតប្រាក់បៀវត្ស (ចាប់តាំងពីប្រាក់បៀវត្សដំបូងរហូតដល់ខាងលើគេបង្អស់ របស់អ្នកធ្វើការ):

4. Present and expected future needs for workers in this occupation:

៤. ការត្រូវការក្នុងពេលបច្ចុប្បន្ន និងអនាគតសំរាប់អ្នកធ្វើការក្នុងការងារនេះ:

a. The need for workers in this occupation now is:

ក. ការត្រូវការរបស់អ្នកធ្វើការក្នុងពេលឥឡូវនេះគឺ:

(1) Locally

១. ក្នុងស្រុក

(2) Statewide

២. ក្នុងរដ្ឋទាំងមូល

(3) Nationally

(៣) ក្នុងប្រទេសទាំងមូល

b. The expected future need for workers in this occupation is:

ខ. ការត្រូវការរបស់អ្នកធ្វើការក្នុងពេលអនាគតគឺ:

(1) Locally

១. ក្នុងស្រុក

(2) Statewide

(២) ក្នុងរដ្ឋទាំងមូល

(3) Nationally

(៣) ក្នុងប្រទេសទាំងមូល

5. The educational and training requirements to enter and progress in this occupation are:

៥. សេចក្ដីត្រូវការក្នុងការសិក្សា និងការហ្វឹកហ្វឺនដើម្បីចូល និងធ្វើឲ្យរីកចំរើនឡើង ក្នុងការងារនោះគឺ:

OCCUPATIONAL RESEARCH INVENTORY (Cont.)
បញ្ជីការស្រាវជ្រាវមុខការរកស៊ីរបរ (ត)

6. Where can you acquire the education and training required for this occupation?

៦. តើលោកអ្នកអាចរកបាននូវការសិក្សា និងការហ្វឹកហ្វឺន ទៅនឹងមុខរបរនេះ នៅកន្លែងណា ?

7. What is the estimated cost of acquiring this education and training?

៧. តើតំលៃចំណាយលើការសិក្សា និងការហ្វឹកហ្វឺនប្រហែលប៉ុន្មានដែរ ?

8. Will you be able to afford the expense of this education and training? How?

៨. តើលោកអ្នកអាចដោះស្រាយប្រាក់ចំណាយលើការសិក្សា និងការហ្វឹកហ្វឺនបានទេ ? បើបាន តើរកដោយរបៀបណា ?

9. What things especially appeal to you about this occupation?

៩ តើមានអ្វីខ្លះដែលធ្វើអោយលោកអ្នកអាចពេញចិត្តនឹងមុខរបរនេះ ?

10. What is there about this occupation that you think you might not like?

១០ តើមានអ្វីខ្លះដែលធ្វើអោយលោកអ្នកអាចមិនពេញចិត្តនឹងមុខរបរនេះ ?

11. List your sources of information about this occupation:

១១. ចូរបញ្ជាក់ប្រភពនៃព័ត៌មានស្តីពីមុខរបរនេះ :

OCCUPATION RESEARCH INVENTORY (Cont.)

MAKING A TENTATIVE DECISION

ធ្វើសេចក្ដីសម្រេចចិត្តមួយដែលគ្រាន់តែការសាកល្បងមើល

Of the two occupations you have studied, which do you think is more appropriate for you and why?

ចំពោះមុខរបរទាំងពីរដែលលោកអ្នកបានសិក្សារួចមកហើយ តើលោកអ្នកយល់ថា មុខរបរណាមួយដែលសមរម្យសម្រាប់លោកអ្នកជាងគេ ?

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UNIT IV/LESSON 10
IV-10-SHa
VIETNAMESE

Name
Tên ____________________

Date
Ngày ____________________

OCCUPATION RESEARCH INVENTORY

Select two occupations which interest you and describe (1) the duties and responsibilities; (2) working conditions; (3) the salary range; (4) the present and expected future needs in these occupations locally, in your state, and in the nation; and (5) the educational and training requirements to enter and progress in them. (Sources for this information include interviews with those presently working in the occupations you select, the Dictionary of Occupational Titles, the Occupational Outlook Handbook, bulletins from your state employment service, and various library references.)

Chọn hai nghề mà ban quan tâm và mô tả (1) những bổn phận và trách nhiệm; (2) diều kiện làm viêc; (3) mức lương; (4) nhu cầu hiện tai và tương lai của những nghề này tai dia phương, tiểu bang và toàn quốc; (5) những đòi hỏi về giáo duc và huấn luyện để vào nghề và thăng tiến trong nghề. (Những nguồn tin tức được xử dụng gồm có các cuộc phỏng vấn những người đang làm viêc trong những lãnh vưc nghề nghiệp mà ban chọn, cuốn Tự Điển Tên Công Viêc, cuốn Cẩm Nang Triển Vọng Nghề Nghiệp , những bản tin của cơ quan nhân dụng tiểu bang và những tài liệu tham khảo khác ở thư viện.

I. The name of the first occupational field I am researching is ____________
Tên của lãnh vực nghề nghiệp thứ nhất mà tôi tìm hiểu là ____________

1. The duties and responsibilities include: ____________
Những bổn phận và trách nhiệm gồm có :
____
____
____
____

LIỆT KÊ TÌM HIỂU NGHỀ NGHIỆP (t.t)

2. Working conditions:
Điều kiện làm việc :

a. Normal hours of work are: ______________________________
Giờ làm việc thông thường là :

b. Personal safety of workers (list any possible dangerous conditions)
Sự an ninh cá nhân của công nhân (kể ra những điều kiện khả dĩ nguy hiểm)

____

____

c. Describe the typical work environment by indicating: (1) if the work is mainly done indoors or outdoors, (2) whether indoor facilities are usually air conditioned and heated, (3) if the work is performed while standing or sitting, (4) whether surroundings are pleasant and attractive, and (5) whether the noise level is unpleasant.
Mô tả bối cảnh làm việc điển hình bằng cách nêu ra :
(1) phần chính của công việc được làm trong nhà hay ngoài trời, (2) trong nhà có hệ thống điều hòa không khí và sưởi ấm không, (3) công nhân đứng hay ngồi khi làm việc,
(4) khung cảnh xung quanh có dễ chịu và hấp dẫn không,
(5) tiếng động có đến mức gây khó chịu không

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OCCUPATION RESEARCH INVENTORY (Cont.)

LIỆT KE TIM HIỂU NGHỀ NGHIỆP (T.t)

3. The salary range (from beginning salary to what the highest-paid workers in this occupation earn):
Mức lương (tư mức lương khởi đấu cho đến mức lương cao nhất trong nghề) :

4. Present and expected future needs for workers in this occupation:
Nhu cầu hiện tại và tương lai về công nhân trong nghề:

   a. The need for workers in this occupation now is:
   Nhu cầu công nhân trong nghề hiện nay là :

      (1) Locally ______
      Tại địa phương

      (2) Statewide ______
      Tại tiểu bang

      (3) Nationally ______
      Trên toàn quốc

5. The educational and training requirements to enter and progress in this occupation are:
Những đòi hỏi về giáo dục và huấn luyện để vào nghề và thăng tiến là :

6. Where can you acquire the education and training required for this occupation?
Bạn có thể thụ đắc những đòi hỏi về giáo dục và huấn luyện dành cho nghề này tại đâu ?

OCCUPATION RESEARCH INVENTORY (Cont.)

LIET KE TIM HIEU NGHE NGHIEP (t.t)

7. What is the estimated cost of acquiring this education and training?
Tốn phí ước lượng để có được sự giáo dục và huấn luyện này ?

____

8. Will you be able to afford the expense of this education and training? How?
Bạn có thể gánh chịu nổi chi phí về giáo dục và huấn luyện không ? Bằng cách nào ?

____

9. What things especially appeal to you about this occupation
Điều gì đặc biệt hấp dẫn bạn về nghề này ?

____

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10. What is there about this occupation that you think you might not like?
Điều gì trong nghề này có thể làm bạn không thích ?

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11. List your sources of information about this occupation:
Ghi ra những nguồn tin tức mà bạn có được về nghề này :

____

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OCCUPATION RESEARCH INVENTORY (Cont.)

LIẾT KÊ TÌM HIỂU NGHỀ NGHIỆP (t.t)

II. The name of the second occupational field I am researching is: ______
Tên của lãnh vực nghề nghiệp thứ hai mà tôi tìm hiểu là :

1. The duties and responsibilities include: ______________________
Những bổn phận và trách nhiệm gồm có :

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____

____

2. Working conditions:
Điều kiện làm việc :

a. Normal hours of work are: ______________________
Giờ làm việc thông thường là :

b. Personal safety of workers (list any possible dangerous conditions)
Sự an ninh cá nhân của công nhân (kể ra những điều kiện khả dĩ nguy hiểm)

____

c. Describe the typical work environment by indicating: (1) if the work is mainly done indoors or outdoors, (2) whether indoor facilities are usually air conditioned and heated, (3) if the work is performed while standing or sitting, (4) whether surroundings are pleasant and attractive, and (5) whether the noise level is unpleasant.
Mô tả bối cảnh làm việc điển hình bằng cách nêu ra : (1) phần chính của công việc được làm trong nhà hay ngoài trời, (2) trong nhà có hệ thống điều hòa không khí và sưởi ấm không, (3) công nhân đứng hay ngồi khi làm việc, (4) khung cảnh xung quanh có dễ chịu và hấp dẫn không, (5) tiếng động có đến mức gây khó chịu không.

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OCCUPATION RESEARCH INVENTORY (Cont.)

LIỆT KÊ TÌM HIỂU NGHỀ NGHIỆP (t.t)

3. The salary range (from beginning salary to what the highest-paid workers in this occupation earn):
Mức lương (từ mức lương khởi đầu cho đến mức lương cao nhất trong nghề)

____

4. Present and expected future needs for workers in this occupation:
Nhu cầu hiện tại và tương lai về nhân công trong nghề:

a. The need for workers in this occupation now is:
Nhu cầu nhân công trong nghề hiện nay là :

(1) Locally ______________________________
Tại địa phương

(2) Statewide ______________________________
Tại tiểu bang

(3) Nationally ______________________________
Trên toàn quốc

b. The expected future need for workers in this occupation is:
Nhu cầu nhân công nghề này trong tương lai là :

(1) Locally ______________________________
Tại địa phương

(2) Statewide ______________________________
Tại tiểu bang

(3) Nationally ______________________________
Trên toàn quốc

5. The educational and training requirements to enter and progress in this occupation are:
Những đòi hỏi về giáo dục và huấn luyện để vào nghề và thăng tiến là :

____

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OCCUPATION RESEARCH INVENTORY (Cont.)

LIỆT KÊ TÌM HIỂU NGHỀ NGHIỆP (t.t)

6. Where can you acquire the education and training required for this occupation?
Bạn có thể thu đắc những đòi hỏi về giáo dục và huấn luyện dành cho nghề này tại đâu ?

7. What is the estimated cost of acquiring this education and training?
Tổn phí ước lượng để có được sự giáo dục và huấn luyện này ?

8. Will you be able to afford the expense of this education and training? How?
Bạn có thể gánh chịu nổi chi phí về giáo dục và huấn luyện không ?
Bằng cách nào ?

9. What things especially appeal to you about this occupation?
Điều gì đặc biệt hấp dẫn bạn về nghề này ?

10. What is there about this occupation that you think you might not like?
Điều gì trong nghề có thể làm bạn không thích ?

11. List your sources of information about this occupation:
Ghi ra những nguồn tin tức mà bạn có được về nghề này :

OCCUPATION RESEARCH INVENTORY (Cont.)

MAKING A TENTATIVE DECISION

THỬ CÓ MỘT QUYẾT ĐỊNH

Of the two occupations you have studied, which do you think is more appropriate for you and why?

Trong hai nghề nghiệp mà bạn đã xem xét, bạn nghĩ rằng nghề nào là nghề thích hợp với bạn hơn ?

UNIT IV/LESSON 10
IV-10-SHa
LAOTIAN

Name ______________________

Date ______________________

OCCUPATION RESEARCH INVENTORY

Select two occupations which interest you and describe (1) the duties and responsibilities; (2) working conditions; (3) the salary range; (4) the present and expected future needs in these occupations locally, in your state, and in the nation; and (5) the educational and training requirements to enter and progress in them. (Sources for this information include interviews with those presently working in the occupations you select, the *Dictionary of Occupational Titles*, the *Occupational Outlook Handbook*, bulletins from your state employment service, and various library references.)

ຈົ່ງເລືອກອາຊີບສອງຢ່າງທີ່ທ່ານສົນໃຈແລະອະທິບາຍ (1) ໜ້າທີ່ແລະການຮັບຜິດຊອບ; (2) ສະພາບຂອງການ; (3) ລະດັບເງິນເດືອນ; (4) ຄວາມຕ້ອງການໃນປະຈຸບັນແລະອະນາຄົດຂອງອາຊີບນີ້ຢູ່ຕາມໃກ້ຄຽງ, ຢູ່ລັດຂອງທ່ານ, ຢູ່ໃນປະເທດ ແລະ (5) ຄວາມຮູ້ແລະການຮຽນທີ່ຕ້ອງການເພື່ອໄປເຮັດແລະດຳເນີນໃນອາຊີບນີ້ (ບ່ອນທີ່ໄດ້ຂ່າວຄາວນີ້ລວມກັບການສໍາພາດກັບຄົນທີ່ກໍາລັງເຮັດອາຊີບທີ່ທ່ານເລືອກ. *ວັດຈະນານຸກົມຂອງຊື່ອາຊີບ*, *ປຶ້ມທີ່ວ່າການເຄື່ອນໄຫວຂອງອາຊີບ* ບັນທຶກຈາກສູນການຫາງານຂອງລັດ ແລະຫ້ອງສະໝຸດທົ່ວໆໄປ.

I. The name of the first occupational field I am researching is ______________
ຊື່ຂອງອາຊີບທີ່ໜຶ່ງທີ່ຂ້າພະເຈົ້າສົນໃຈແມ່ນ:

1. The duties and responsibilities include: ______________________
ໜ້າທີ່ແລະຄວາມຮັບຜິດຊອບລວມກັນ.

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OCCUPATION RESEARCH INVENTORY (Cont.)

ການຊອກວຽກຕໍ່ໄປ (ຕໍ່)

2. Working conditions:

   ສະພາບວຽກການ

   a. Normal hours of work are: ____________________

      ໂມງເຮັດວຽກທໍາມະດາ

   b. Personal safety of workers (list any possible dangerous conditions)

      ຄວາມປອດພັຍ ສ່ວນຕົວ ຂອງພະນັກງານ (ຂຽນສະພາບທີ່ ອາດຈະມີທາວາຍ

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   c. Describe the typical work environment by indicating: (1) if the work is mainly done indoors or outdoors, (2) whether indoor facilities are usually air conditioned and heated, (3) if the work is performed while standing or sitting, (4) whether surroundings are pleasant and attractive, and (5) whether the noise level is unpleasant.

      ອະທິບາຍສະຖານທີ່ເຮັດວຽກແບບທໍາມະດາໂດຍໃຊ້: (1) ຖ້າວ່າວຽກສ່ວນມາກແມ່ນເຮັດຢູ່ພາຍໃນ ຫຼືພາຍນອກ; (2) ຫຼືວ່າບ່ອນເຮັດວຽກຢູ່ພາຍໃນທໍາມະດາໃຊ້ລົມເປັນ ຫຼືວ່າເຄື່ອງອຸ່ນ; (3) ຖ້າວ່າວຽກນີ້ແມ່ນຢືນເຮັດ ຫຼືວ່ານັ່ງເຮັດ; (4) ຫຼືວ່າສິ່ງແວດລ້ອມນີ້ມ່ວນຊື່ນ ແລະງາມຕາ. ແລະ (5) ຫຼືວ່າສຽງມັນແບບລັກໄວ່ຫູ.

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OCCUPATION RESEARCH INVENTORY (Cont.)

ການຊອກວຽກ ຕໍ່ໆໄປ (ຕໍ່)

3. The salary range (from beginning salary to what the highest-paid workers in this occupation earn):
ຂັ້ນເງິນເດືອນ (ເງິນເດືອນເລີ່ມຕົ້ນໄປເຖິງສູງສຸດທີ່ຈ່າຍໃຫ້ພນັກງານ ໃນອາຊີບນີ້):

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4. Present and expected future needs for workers in this occupation:
ຄວາມຕ້ອງການ ໃນປັຈຸບັນແລະອານາຄົດຂອງພນັກງານຢູ່ໃນອາຊີບນີ້
   a. The need for workers in this occupation now is;
   ຄວາມຕ້ອງການພນັກງານໃນອາຊີບນີ້ດຽວນີ້ແມ່ນ:
      (1) Locally ______________________________
      ທີ່ໃກ້ຄຽງ
      (2) Statewide ______________________________
      ທົ່ວຣັຖໄປ
      (3) Nationally ______________________________
      ທົ່ວເມືອງໄປ

5. The educational and training requirements to enter and progress in this occupation are:
ການສຶກສາແລະການຝຶກຝົນທີ່ຮຽກຮ້ອງຕ້ອງການ ເພື່ອໄປເຂົ້າໃນອາຊີບນີ້

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6. Where can you acquire the education and training required for this occupation?
ທ່ານຈະໄດ້ຮັບການສຶກສາ ແລະຝຶກຝົນທີ່ຮຽກຮ້ອງຕ້ອງການ ໃນວິຊານີ້ຢູ່ໃສ?

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UNIT IV/LESSON 10
IV-10-SHa
LAOTIAN

OCCUPATION RESEARCH INVENTORY (Cont.)

ການຊອກວຽກຕໍ່ໆໄປ (ຕໍ່)

7. What is the estimated cost of acquiring this education and training?
ຈະໄດ້ຮັບການສຶກສາ ແລະ ຝຶກຝົນ ນີ້ຈະຈ່າຍເງິນປະມານເທົ່າໃດ?

8. Will you be able to afford the expense of this education and training? How?
ທ່ານຈະສາມາດຈ່າຍຄ່າໃຊ້ຈ່າຍ ການສຶກສາ ແລະ ຝຶກຝົນ ນີ້ບໍ່? ວິທີໃດ?

9. What things especially appeal to you about this occupation?
ສະເພາະສິ່ງໃດທີ່ດຶງດູດທ່ານ ກ່ຽວກັບອາຊີບນີ້?

10. What is there about this occupation that you think you might not like?
ມີຢ່າງໃດບໍ່, ກ່ຽວກັບອາຊີບ ທີ່ທ່ານຄິດວ່າຈະບໍ່ມັກ!

11. List your sources of information about this occupation:
ຈົ່ງຂຽນຂ່າວຄາວ ທີ່ທ່ານໄດ້ມາ ກ່ຽວກັບອາຊີບນີ້:

OCCUPATION RESEARCH INVENTORY (Cont.)

ການຊອກວຽກທົ່ວໄປ (ຕໍ່.)

II. The name of the second occupational field I am researching is: _______
ຊື່ບອກຊື່ ອາຊີບທີ່ສອງ ທີ່ຂ້າພະເຈົ້າຄົ້ນຄວ້າຫາ:

1. The duties and responsibilities include: ____________________
ໜ້າທີ່ ແລະ ການຮັບຜິດຊອບຮວມກັນ

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2. Working conditions:
ສະພາບເຫດການ

a. Normal hours of work are: ____________________
ຊົ່ວໂມງເຮັດວຽກທຳມະດາ

b. Personal safety of workers (list any possible dangerous conditions)
ຄວາມປອດໄພ ສ່ວນຕົວຂອງພນັກງານ (ຊີ້ບອກສະພາບ ອາດຈະ ເປັນອັນຕະລາຍ.

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c. Describe the typical work environment by indicating: (1) if the work is mainly done indoors or outdoors, (2) whether indoor facilities are usually air conditioned and heated, (3) if the work is performed while standing or sitting, (4) whether surroundings are pleasant and attractive, and (5) whether the noise level is unpleasant.
ຊີ້ພັນລະນາ ສະຖານທີ່ເຮັດວຽກແບບທຳມະດາໂດຍໃຊ້: (1) ກໍ່ວ່າ ວຽກການສ່ວນມາກແມ່ນ ເຮັດທາງໃນ ຫຼື ທາງນອກ. (2) ຫຼືວ່າ ບ່ອນເຮັດວຽກທາງໃນ ຕາມທຳມະດາໃຊ້ແອ ເປັນ ແລະ ເຄື່ອງອຸ່ນ. (3) ກໍ່ວ່າ ວຽກນີ້ ແມ່ນ ຢືນເຮັດ ຫຼື ນັ່ງເຮັດ, (4) ຫຼືວ່າ ອີ່ງແວດລ້ອມ ມີ ພ່ວມຊື່ນ ແລະ ງາມຕາ, ແລະ (5) ຫຼືວ່າ ສຽງມັນ ແບບລົກໃລ່ຫູ.

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OCCUPATION RESEARCH INVENTORY (Cont.)

ການຊອກວຽກທົ່ວໄປ (ຕໍ່.)

3. The salary range (from beginning salary to what the highest-paid workers in this occupation earn):
ຂັ້ນເງິນເດືອນ (ເງິນເດືອນເລີ້ມຕົ້ນໄປເຖິງສູງສຸດທີ່ຈ່າຍໃຫ້ພະນັກງານ ໃນອາຊີບນີ້.

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4. Present and expected future needs for workers in this occupation:
ຄວາມຕ້ອງການໃນປັຈຸບັນແລະອະນາຄົດຂອງພະນັກງານຢູ່ໃນອາຊີບນີ້:

a. The need for workers in this occupation now is:
ຄວາມຕ້ອງການພະນັກງານໃນອາຊີບນີ້ດຽວນີ້ແມ່ນ:

(1) Locally ____________________________
ທີ່ໃກ້ຄຽງ

(2) Statewide ____________________________
ທົ່ວຣັດໄປ

(3) Nationally ____________________________
ທົ່ວເມືອງໄປ

b. The expected future need for workers in this occupation is:
ຄວາມຕ້ອງການແລະອະນາຄົດຂອງພະນັກງານຢູ່ໃນອາຊີບນີ້:

(1) Locally ____________________________
ທີ່ໃກ້ຄຽງ

(2) Statewide ____________________________
ທົ່ວຣັດໄປ

(3) Nationally ____________________________
ທົ່ວເມືອງໄປ

5. The educational and training requirements to enter and progress in this occupation are:
ການສຶກສາແລະການຝຶກຝົນທີ່ຮຽກຮ້ອງຕ້ອງການເພື່ອໄປເຂົ້າໃນອາຊີບນີ້

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OCCUPATION RESEARCH INVENTORY (Cont.)

ການຊອກວຽກຕໍ່ໆໄປ (ຕໍ່)

6. Where can you acquire the education and training required for this occupation?
ທ່ານຈະໄດ້ຮັບການສຶກສາແລະຝຶກຝົນທີ່ຮຽກຮ້ອງຕ້ອງການໃນອາຊີບນີ້ຢູ່ໃສ?

7. What is the estimated cost of acquiring this education and training?
ຈະໄດ້ຮັບການສຶກສາແລະຝຶກຝົນນີ້ຈະຈ່າຍເງິນປະມານເທົ່າໃດ?

8. Will you be able to afford the expense of this education and training? How?
ທ່ານຈະສາມາດຈ່າຍຄ່າໃຊ້ຈ່າຍການສຶກສາແລະຝຶກຝົນນີ້ບໍ່?
ວິທີໃດ?

9. What things especially appeal to you about this occupation?
ສົນເພາະສິ່ງໃດທີ່ດຶງດູດທ່ານກ່ຽວກັບອາຊີບນີ້!

10. What is there about this occupation that you think you might not like?
ມີສິ່ງໃດບໍ່. ກ່ຽວກັບອາຊີບທີ່ທ່ານຄິດວ່າຄົງຈະບໍ່ມັກ?

11. List your sources of information about this occupation:
ຈົ່ງຂຽນຂ່າວຄາວທີ່ທ່ານໄດ້ມາກ່ຽວກັບອາຊີບນີ້:

OCCUPATION RESEARCH INVENTORY (Cont.)

MAKING A TENTATIVE DECISION

ການວາງຮ່າງຂອງການຕັດສິນໃຈ

Of the two occupations you have studied, which do you think is more appropriate for you and why?

ຜູ້ໃນອາຊີບສອງຢ່າງທີ່ທ່ານຮຽນນີ້. ອັນໃດທ່ານຄິດເໝາະສົມຫາຍແກ່ທ່ານ.
ດ້ວຍເຫດໃດ?

UNIT V

OVERVIEW OF JOB SEARCH

Lesson 1	Overview of unit; introduction of unit vocabulary words; steps in a job search; potential difficulties in a job search.
Lesson 2	Reading want ads; common abbreviations; roleplay of responding to want ads.
Lesson 3	Visit to state employment service office; hands-on use of resources in office.
Lesson 4	Introduction of job applications; critique of completed application; practice in completing forms.
Lesson 5	Introduction of resumes; evaluation of samples; preparation of students' resumes.
Lesson 6	Peer critiques of students' resumes; improvement of drafts.
Lesson 7	Demonstration and evaluation of job interviews; interview do's and don'ts; strategies for handling difficult interview situations.
Lesson 8	Videotaped roleplays of job interviews; peer critiques of students' interviews.
Lesson 9	Letters of application and followup; business envelopes.

INTRODUCING THE JOB SEARCH

UNIT V/LESSON 1

OBJECTIVES:

1. Students will define and use in a sentence 20 words relating to a job search.
2. Students will list the steps in a well-planned job search.
3. Students will identify potentially difficult steps in a job search and strategies they could try for handling them.

INSTRUCTOR PREPARATION:

1. Duplicate sufficient copies of Job Search Vocabulary (V-1-SHa) and Job Search Vocabulary Check (V-1-SHb).
2. Duplicate and cut apart the slips of paper for the Job Search Puzzle (V-1-IHa). Put slips into envelopes (one per group of 4-5 students).

PROCEDURE:

Large-group discussion of vocabulary followed by completion of Job Search Puzzle in small groups.

MATERIALS:

1. Job Search Vocabulary Words (V-1-SHa)
2. Job Search Puzzle (V-1-IHa)
3. Job Search Vocabulary Check (V-1-SHb)

GUIDELINES:

NOTES:

In-Class Activities

1. Go over the new words, stressing pronunciation and spelling. Ask volunteers to use words in sentences.

GUIDELINES (Cont.):

2. Divide the class into groups of 4-5 students each to play the Job Search Puzzle.
    a. Announce that this is a contest to see which group can put the steps of a good job search in the right order.
    b. Pass out the sealed packets.
    c. Tell groups to place the slips in proper order (on table or floor) and to call out 'We got our job' when finished.
3. Answer questions and discuss the various orders that the groups chose.

Optional Activity

Invite guests to class and have students interview them on how they found their best jobs.

Outside Activity

1. As a self-check, ask students to write (from memory) definitions or sentences for each of the vocabulary words on the form, Job Search Vocabulary Check (V-1-SHb).
2. Have students write a paragraph on how they (or someone they know) looked for and found a good job.

NOTES:

Tell class that there is more than one correct order. Students must use their judgment.

Ask students to identify the steps that are often most difficult.

REFERENCES AND SUPPLEMENTARY MATERIALS:

Katz, P. H. et al. Career Counseling Materials & Techniques for Use with Vietnamese. San Jose: San Jose City College, 1981.

UNIT V/LESSON 1
V-1-IHa

JOB SEARCH PUZZLE

ARRIVE A LITTLE EARLY.

REGISTER AT THE STATE EMPLOYMENT OFFICE OR COLLEGE PLACEMENT OFFICE.

PREPARE A RESUME.

BUY A NEWSPAPER.

GO TO A COMPANY'S PERSONNEL DEPARTMENT.

ASK YOUR FORMER TEACHER TO BE A REFERENCE.

PUT ON A BUSINESS SUIT OR TAILORED DRESS.

BUY GROCERIES.

ACCEPT THE POSITION.

BE INTERVIEWED.

READ THE WANT ADS.

DEVELOP YOUR CONTACTS.

JOB SEARCH PUZZLE (Cont.)

LEARN A SKILL.

FIND OUT IF A COMPANY IS HIRING.

WRITE A COVER LETTER FOR YOUR RESUME.

PUT ON YOUR BATHING SUIT.

GET COPIES OF YOUR RESUME MADE.

PRACTICE WHAT TO SAY IN THE INTERVIEW.

CHEW GUM.

WRITE A FOLLOWUP LETTER.

FILL OUT THE JOB APPLICATION.

JOB SEARCH VOCABULARY
វាក្យសព្ទស្តីពីការរកការធ្វើ

1. (to) apply:	to make a request, as for a job
១. ស្នើ (ដាក់ពាក្យ):	ធ្វើពាក្យស្នើសុំ , ដូចជាសុំធ្វើការងារ
2. application:	a request, usually in writing
២. ពាក្យសុំ :	ពាក្យស្នើសុំ , ច្រើនតែសរសេរជាលិខិត
3. emergency:	sudden unexpected event or situation
៣. ភាពបន្ទាន់ , ភាពអាសន្ន :	ព្រឹត្តិការណ៍ ឬ ស្ថានការណ៍ដែលកើតឡើងភ្លាមៗ , មិនបានរំពឹង
4. employee:	one who works for someone else; worker
៤. និយោជិក :	អ្នកដែលធ្វើការអោយអ្នកដទៃ ; កម្មករ
5. employer:	one who owns a company or business; boss
៥. និយោជក :	អ្នកម្ចាស់ក្រុមហ៊ុន ឬ ជំនួញ ; ថៅកែ
6. employment agency:	organization that helps people find jobs
៦. ភ្នាក់ងាររកការងារ :	អង្គការដែលជួយរកការងារអោយគេធ្វើ
7. followup letter:	a thank you letter sent after an interview
៧. លិខិតផ្ញើបន្តក្រោយ :	សំបុត្រថ្លែងអំណរគុណផ្ញើទៅក្រោយពីបានធ្វើសម្ភាសន៍
8. fringe benefits:	extra advantages, besides pay, given to employees (examples: vacation, insurance)
៨. ប្រាក់បន្ថែមបន្ទាប់បន្សំ :	អត្ថប្រយោជន៍បន្ថែមក្រៅពីប្រាក់ឈ្នួលដែលគេផ្តល់ទៅអោយនិយោជិក (ដូចជា ថ្ងៃឈប់សំរាក , ប្រាក់ធានារ៉ាប់រង)
9. full time:	usually 40 hours per week
៩. ធ្វើការពេញម៉ោង :	ពីធ្វើការ ៤០ម៉ោង ក្នុងមួយអាទិត្យ
10. job description:	what is required in a specific job in the way of work, hours, and skills
១០. ពិពណ៌នាអំពីការងារ :	អ្វីៗដែលតម្រូវក្នុងការងារ ដូចជា ការងារដែលត្រូវធ្វើ , ពេលម៉ោងធ្វើការ និង ការប៉ិនប្រសប់ធ្វើការ
11. maiden name:	a woman's family name before she is married
១១. ឈ្មោះដើម (ពេលមិនទាន់មានប្តី)	ឈ្មោះគ្រួសារស្រី កាលដែលស្រីនោះមិនទាន់មានប្តី
12. marital status:	whether one is married or not
១២. ស្ថានភាព , ស្ថានការណ៍ប្តីប្រពន្ធ	គេរៀបការ ឬ នៅលីវ
13. part-time:	less than 40 hours per week
១៣. ធ្វើការមិនពេញម៉ោង :	ពីធ្វើការតិចជាង ៤០ម៉ោង ក្នុងមួយអាទិត្យ

JOB SEARCH VOCABULARY (Cont.)

14. permanent:	lasting a long time
១៤. អចិន្ត្រៃយ៍, ស្ថាពរ :	ស្ថិតនៅបានយូរអង្វែង
15. position:	job, office
១៥. ឋានៈ, មុខងារ	ការងារ, ការិយាល័យ
16. qualified:	able, having the necessary training and/or experience
១៦. ដែលមានគុណវុឌ្ឍិគ្រប់គ្រាន់ :	ដែលមានការហ្វឹកហ្វឺន ឬ ការពិសោធន៍គ្រប់គ្រាន់ ឬមាន សមត្ថភាព
17. reference:	person who knows your background or abilities and is willing to tell others about you
១៧. អ្នកបញ្ជាក់ :	បុគ្គលដែលស្គាល់ការងារ និង សមត្ថភាពរបស់លោកអ្នក ហើយមានចិត្តចង់ប្រាប់ទៅអ្នកដទៃទៀតអំពីលោកអ្នក
18. resume:	a summary of one's education and work experience
១៨. ប្រវត្តិរូប :	បញ្ជីសេចក្ដីសង្ខេបពីការសិក្សា និង ការពិសោធន៍របស់បុគ្គលម្នាក់
19. Social Security number:	the 8-digit number given to individuals who want to work
១៩. លេខសន្តិសុខសង្គម :	លេខ ៨ ខ្ទង់ ដែលត្រូវផ្ដល់ទៅឲ្យបុគ្គលម្នាក់ៗ ដែលចង់ធ្វើការ
20. spouse:	one's husband or wife
២០. ប្ដី-ប្រពន្ធ :	ប្ដី ឬ ប្រពន្ធ របស់ អ្នកណាម្នាក់
21. temporary:	lasting only for a short period of time
២១. បណ្ដោះអាសន្ន	ស្ថិតនៅបានតែក្នុងរយៈពេលដ៏ខ្លី

REVIEW WORDS

រំលឹកពាក្យ :

employment

ការងារ

interview

សម្ភាសន៍

job

ការ

job search

ការស្វែងរកការធ្វើ

occupation

មុខរបរ

JOB SEARCH VOCABULARY CHECK
វិធីសួរមើលវាក្យសព្ទខ្លះពីការរកការធ្វើ

1. job description
១. សេចក្ដីពណ៌នាពីការងារ
2. resume
២. សេចក្ដីសង្ខេប
3. employer
៣. និយោជក
4. application
៤. ពាក្យសុំ
5. followup letter
៥. លិខិតផ្ញើបន្តមកក្រោយ
6. part-time
៦. ធ្វើការក្រៅពេលរៀន (ធ្វើមិនពេញមួយថ្ងៃ)
7. fringe benefits
៧. ប្រាក់បន្ទាប់បន្សំ
8. (to) apply
៨. សុំ (ដាក់ពាក្យ)
9. position
៩. ឋានៈ, មុខងារ, តួនាទី
10. spouse
១០. ប្ដី-ប្រពន្ធ
11. marital status
១១. ស្ថានភាព, ស្ថានការណ៍ប្ដី-ប្រពន្ធ
12. reference
១២. លិខិតបញ្ជាក់ ឬ ស្ដីធ្វើ
13. employee
១៣. និយោជិត
14. emergency
១៤. ភាពបន្ទាន់, ភាពអាសន្ន
15. full-time
១៥. ធ្វើការពេញម៉ោង (ពេញមួយថ្ងៃ-៨ម៉ោង)

JOB SEARCH VOCABULARY CHECK (Cont.)
ពិនិត្យមើលវាក្យសព្ទស្តីពីការរកការធ្វើ

16. Social Security number
១៦. លេខសន្តិសុខសង្គម
17. maiden name
១៧. ឈ្មោះដើម (កាលមិនទាន់មានប្ដី)
18. permanent
១៨. អចិន្ត្រៃ
19. employment agency
១៩. ភ្នាក់ងារការងារ
20. temporary
២០. បណ្ដោះអាសន្ន
21. qualified
២១. ដែលមានគុណវុឌ្ឍិគ្រប់គ្រាន់

JOB SEARCH VOCABULARY
NGỮ VỰNG VỀ TÌM VIỆC

1.	(to) apply: xin việc :	to make a request, as for a job làm một yêu cầu để xin làm việc
2.	application: đơn xin:	a request, usually in writing một yêu cầu, thường là dưới hình thức viết
3.	emergency: trường hợp khẩn cấp:	sudden unexpected event or situation biến cố bất ngờ, không tiên liệu được
4.	employee: người làm công :	one who works for someone else; worker người làm việccho một người khac, công nhân
5.	employer: chủ nhân :	one who owns a company or business; boss người làm chủ một công ty hay doanh nghiệp; ông chủ
6.	employment agency: cơ quan tìm việc :	organization that helps people find jobs tổ chức giúp người ta tìm việc
7.	followup letter: thư theo dõi :	a thank you letter sent after an interview thư cám ơn gửi đi sau cuộc phỏng vấn
8.	fringe benefits: quyền lợi phụ :	extra advantages, besides pay, given to employees (examples: vacation, insurance) những quyền lợi ngoài lương bổng được trả cho người làm công (như nghỉ phép, bảo hiểm)
9.	full time: toàn thời gian:	usually 40 hours per week thường là 40 giờ một tuần
10.	job description: mô tả công việc:	what is required in a specific job in the way of work, hours, and skills những đòi hỏi về cách thức làm việc, giờ làm việc, và khả năng chuyên môn cho một công việc.
11.	maiden name: tên thực :	a woman's family name before she is married tên của người phụ nữ trước khi lập gia đình
12.	marital status: tình trạng hôn nhân :	whether one is married or not lập gia đình hay chưa lập gia đình
13.	part-time: bán thời gian :	less than 40 hours per week ít hơn 40 giờ một tuần

JOB SEARCH VOCABULARY (Cont.)
NGỮ VỰNG VỀ TÌM VIỆC (t.t)

14. permanent: thường trực :	lasting a long time trong một thời gian dài
15. position: chức vụ :	job, office việc làm, văn phòng
16. qualified: đủ điều kiện :	able, having the necessary training and/or experience đủ sức, có được kinh nghiệm hay sự huấn luyện cần thiết
17. reference: tham khảo :	person who knows your background or abilities and is willing to tell others about you người biết về quá khứ và khả năng của bạn và sẵn lòng nói với người khác về bạn
18. resume: tóm lược tiểu sử :	a summary of one's education and work experience một tóm lược về học vấn và kinh nghiệm làm việc của một người
19. Social Security number: Số An sinh Xã Hội :	the 8-digit number given to individuals who want to work con số gồm 8 số cấp cho những người muốn làm việc
20. spouse: người phối ngẫu	one's husband or wife chồng hay vợ của một người
21. temporary: tạm thời :	lasting only for a short period of time; not permanent chỉ kéo dài trong một thời gian ngắn ; không thường trực

REVIEW WORDS ÔN NGỮ VỰNG

employment	nhân dụng
interview	phỏng vấn
job	việc làm
job search	tìm việc
occupation	công việc làm

JOB SEARCH VOCABULARY CHECK
KIỂM LẠI NGỮ VỰNG VỀ TÌM VIỆC

1. job description
bản mô tả công việc

2. resume
bản tóm lược tiểu sử

3. employer
chủ nhân

4. application
đơn xin

5. followup letter
thư theo dõi

6. part-time
bán thời gian

7. fringe benefits
quyền lợi phụ

8. (to) apply
xin việc

9. position
chức vụ, công việc

10. spouse
người hôn phối (vợ/chồng)

11. marital status
tình trạng hôn nhân

12. reference
tham khảo

13. employee
người làm công

14. emergency
trương hợp khẩn cấp

15. full-time
toàn thời gian

JOB SEARCH VOCABULARY CHECK (Cont.)
KIẾM LẠI NGỮ VỰNG VỀ TÌM VIỆC (t.t)

16. Social Security number
Số an sinh xã hội

17. maiden name
tên thực trước khi lập gia đình

18. permanent
thường trực

19. employment agency
cơ quan tìm việc

20. temporary
tạm thời

21. qualified
đủ điều kiến

JOB SEARCH VOCABULARY
ຄຳສັບເຮຽກການ ກັບ ຄົ້ນຄວ້າ ວຽກການ

1. (to) apply: ສະໝັກ :	to make a request, as for a job ໄປຂໍຮ້ອງ, ໃນດ້ານວຽກການ
2. application: ໃບຄຳຮ້ອງສະໝັກ:	a request, usually in writing ຂໍຮ້ອງ. ທຳມະດາ ຂຽນເອົາ
3. emergency: ສຸກເສີນ :	sudden unexpected event or situation ສິ່ງທີ່ເກີດຂຶ້ນ ຫຼື ສະຖານະການ ທີ່ເກີດຂຶ້ນໂດຍບໍ່ໄດ້ຄິດ
4. employee: ພະນັກງານ :	one who works for someone else; worker ຄົນຜູ້ນຶ່ງ ທີ່ໄດ້ເຮັດການໃຫ້ຜູ້ອື່ນ; ຄົນງານ
5. employer: ນາຍຈ້າງ :	one who owns a company or business; boss ຄົນຜູ້ນຶ່ງ ທີ່ເປັນເຈົ້າຂອງບໍລິສັດ ຫຼື ກິດການ; ນາຍ
6. employment agency: ອົງການຫາງານທຳ :	organization that helps people find jobs ອົງການ ທີ່ຊ່ວຍ ຫາງານໃຫ້ບຸກຄົນ.
7. followup letter: ຈົດໝາຍຕິດຕາມ:	a thank you letter sent after an interview ຈົດໝາຍໄປຂອບໃຈ ຫຼັງ ຈາກ ສຳພາດ
8. fringe benefits: ຜົນກຳໄລ :	extra advantages, besides pay, given to employees (examples: vacation, insurance) ລາຍໄດ້ພິເສດ, ເພີ່ມຈາກເງິນ ທີ່ຈ່າຍຄ່າແຮງງານ. ໃຫ້ ພະນັກງານ (ຕົວຢ່າງ: ພັກປະຈຳປີ, ປະກັນໄພ
9. full time: ເຕັມຊົ່ວໂມງ:	usually 40 hours per week ຕາມທຳມະດາ 40 ຊົ່ວໂມງ ຕໍ່ອາທິດ
10. job description: ບັນລະຍາຍວຽກການ :	what is required in a specific job in the way of work, hours, and skills ສິ່ງໃດສິ່ງນຶ່ງ ຕ້ອງການເຮັດ ຕາມວຽກການ ຕາມ ຊົ່ວໂມງ ແລະ ຕາມສີມື.
11. maiden name: ນາມສະກຸນກ່ອນແຕ່ງງານ:	a woman's family name before she is married ນາມສະກຸນ ຂອງ ຜູ້ຍິງ ກ່ອນແຕ່ງງານ.
12. marital status: ພັນທະ :	whether one is married or not ຫຼືວ່າ ຜູ້ໜຶ່ງ ແຕ່ງງານຫຼືບໍ່.
13. part-time: ເຄິ່ງເວລາ :	less than 40 hours per week ຕ່ຳກວ່າ 40 ຊົ່ວໂມງ ຕໍ່ອາທິດ.

JOB SEARCH VOCABULARY (Cont.)
ຄໍາສັບຂອງການຄົ້ນຄວ້າວຽກງານ (ຕໍ່.)

14. permanent:	lasting a long time
ຖາວອນ :	ຢູ່ເຫິງນານຕໍ່ໄປ
15. position:	job, office
ໜ້າທີ່ :	ວຽກການ, ຫ້ອງການ
16. qualified:	able, having the necessary training and/or experience
ເໝາະສົມຕໍ່ໜ້າທີ່ :	ສາມາດ, ມີການຝຶກຝົນແລະຮູ້ ມີ ຮູ້ນານ
17. reference:	person who knows your background or abilities and is willing to tell others about you
ອ້າງອີງ :	ຄົນຜູ້ໜຶ່ງທີ່ຮູ້ເບື້ອງຫຼັງ ຫຼື ຄວາມສາມາດ ແລະຈະບອກໃຫ້ຄົນອື່ນຮູ້ກ່ຽວກັບທ່ານ
18. resume:	a summary of one's education and work experience
ປະວັດວຽກການ :	ປະວັດຫຍໍ້ຂອງການສຶກສາ ແລະຮູ້ ມີ ຮູ້ ຜ່ານວຽກການ
19. Social Security number:	the 8-digit number given to individuals who want to work
ນໍາເບີຮອງສັງຄົມ :	ເລກ 8 ຕົວ. ທີ່ຣັຖບານສະຫະຣັຖໃຫ້ກັບໃດຄົນໜຶ່ງ ເພື່ອໄປເຮັດການ.
20. spouse:	one's husband or wife
ຄູ່ຜົວເມຍ :	ຜົວ ຫຼື ເມຍ
21. temporary:	lasting only for a short period of time
ຊົ່ວຄາວ :	ຢູ່ໄດ້ແຕ່ເວລາຈໍາກັດ, ບໍ່ຖາວອນ.

REVIEW WORDS
ຄໍາສັ້ນຄືນ

employment
ການງານ

interview
ສໍາພາດ

job
ວຽກການ

job search
ຄົ້ນຄວ້າການງານ

occupation
ອາຊີບ

UNIT V/LESSON 1
V-1-SHb
LAOTIAN

JOB SEARCH VOCABULARY CHECK

ການພາບກໍາສັບ ຂອງການຄົ້ນຄວ້າ ວຽກການ

1. job description
   ບັນລະຍາຍວຽກການ
2. resume
   ປະວັດວຽກການ
3. employer
   ນາຍຈ້າງ
4. application
   ຄໍາຮ້ອງສະໝັກ
5. followup letter
   ຈົດໝາຍຕິດຕາມ
6. part-time
   ເຄິ່ງຕອນ
7. fringe benefits
   ຜົລກໍາໄລຈາກບໍລິສັດ
8. (to) apply
   ສະໝັກ
9. position
   ໜ້າທີ່
10. spouse
    ຄູ່ຜົວເມັຽ
11. marital status
    ພັນທະ
12. reference
    ຜູ້ອ້າງອີງ
13. employee
    ພນັກງານ
14. emergency
    ສຸກເສີນ
15. full-time
    ເຕັມເວລາ

JOB SEARCH VOCABULARY CHECK (Cont.)
ການທວນ ຄຳສັບ ຂອງການ ຄົ້ນ ຄວ້າ ວຽກງານ

16. Social Security number
ນໍເບີ ສັງຄົມ

17. maiden name
ນາມສະກຸນ ກ່ອນ ແຕ່ງງານ

18. permanent
ຖາວອນ

19. employment agency
ຫ້ອງການ ຫາງານທຳ

20. temporary
ຊົ່ວ ຄາວ

21. qualified
ເໝາະສົມ ຕໍ່ໜ້າທີ່

USING THE WANT ADS UNIT V/LESSON 2

OBJECTIVES:

1. Students will explain the common abbreviations in job want ads.
2. Students will identify at least two jobs of interest to them that are listed in the job want ads.
3. Students will roleplay responding to these ads by phone.

INSTRUCTOR PREPARATION:

1. Duplicate sufficient copies of Want Ads (V-2-SHa).
2. Duplicate Want Ad Abbreviations (V-2-SHb).
3. Bring to class several want ad sections from newspapers.

PROCEDURE:

Mini-lecture followed by large-group discussion, individual reading of ads, and roleplay in pairs.

MATERIALS:

1. Want Ads (V-2-SHa)
2. Want Ad Abbreviations (V-2-SHb)
3. Newspaper want ad sections (local as well as national such as New York times)

GUIDELINES:

In-Class Activities

1. Distribute Want Ads (V-2-SHa). Have students identify all the abbreviations used. Discuss features of the jobs plus their advantages and disadvantages. Discuss differences between agency listings and private

NOTES:

Caution students about applicant-fee agencies and danger of signing 'contracts'.

GUIDELINES (Cont.):

NOTES:

listings, 'blind' ads and regular ads.

2. Distribute Want Ad Abbreviations (V-2-SHb). Discuss meanings of any that are not clear.
3. Distribute newspaper want ads. Ask each student to circle the jobs of most interest. Have volunteers share one job of interest to them.

Outside Activity:

Have students respond by phone to at least one ad and report the results to the class.

REFERENCES AND SUPPLEMENTARY MATERIALS:

WANT AD ABBREVIATIONS

acct. = accounting
គណនេយ្យ

agcy. = agency
ភ្នាក់ងារ

appl. = applicant, apply
អ្នកសុំ , សុំ

appt. = appointment
ណាត់ជួប

asst. = assistant
ជំនួយ , រង

avail. = available
ដែលអាចរកបាន

bgnr. = beginner
អ្នកចាប់ផ្ដើម

bkkpr. = bookkeeper
អ្នកកាន់បញ្ជី

bnfts. = benefits
ប្រាក់បំណាច់

btwn. = between
រវាង, ចន្លោះ

cert. = certificat/certified
វិញ្ញាបនបត្រ / ដែលមានវិញ្ញាបនបត្រ

clk. = clerk
ស្មៀន

co. = company
ក្រុមហ៊ុន

coll. = college
វិទ្យាល័យ

DOE = depending on experience
អាស្រ័យទៅលើការពិសោធន៍

EOE = equal opportunity employer
និយោជកដែលផ្ដល់ឱកាសស្មើៗគ្នាសំរាប់

engr. = engineer
វិស្វករ

exc, xlnt. = excellent
ឧត្តមភាព

exec. = executive
អ្នកកាន់កាប់ការ

exp. = experience
ការពិសោធន៍

expd. = experienced
ដែលមានការពិសោធន៍

fcty. = factory
រោងចក្រ

f/t, ft, FT = full-time
ធ្វើការពេញម៉ោង

gd. = good
ល្អ

govt. = government
រដ្ឋាភិបាល

guar. = guarantee
ធានារ៉ាប់រង

hr. = hour
ម៉ោង (មួយម៉ោង)

hrs. = hours
ច្រើនម៉ោង

h.s. = high school
មធ្យមសិក្សា

HSG = high school graduate
ប្រឡងជាប់មធ្យមសិក្សា

WANT AD ABBREVIATIONS (Cont.)

immed. = immediately
ភ្លាមរំពេច

incl. = included
មានរួមផង

lic., lic'd = license/licensed
អាជ្ញាប័ណ្ណ/មានអាជ្ញាប័ណ្ណ

mach. = machine
ម៉ាស៊ីន

max. = maximum
អតិបរមា

min. = minimum
អប្បបរមា

mfg. = manufacturing
ការបង្កើតផលិតផល

m/f = male/female
ប្រុស/ស្រី

mfr. = manufacturer
អ្នកបង្កើតផលិតផល

mgr. = manager
អ្នកចាត់ការ

mo. = month
ខែ

nec. = necessary
សព្វប្រយោជន៍

nr. = near
ជិត

ofc. = office
ការិយាល័យ

opp., oppt.
oppty. = opportunity
ការឱកាសៈ, ភាពងាយនឹងធ្វើទៅរួចស្រួល

pos. = position
ឋានៈ, មុខការ, តំណែង

pref. = preferred
ពិតជាត្រូវចិត្ត

p/t, pt, PT = part-time
ធ្វើការមិនពេញម៉ោង

qual. = qualified
ពិតជាមានគុណវុឌ្ឍិគ្រប់គ្រាន់

quals. = qualifications
គុណវុឌ្ឍិ, មានលក្ខណៈជា

ref., refs. = reference, references
លិខិតបញ្ជាក់ ឬ ក្តីជឿ

req. = required
ពិតជាត្រូវការ

rm. = room
បន្ទប់

sal. = salary
ប្រាក់ខែ, បៀវត្សរ៍

sec., secy. = secretary
លេខាធិការ

sh. = shorthand
ឧទ្ទេសរ

stdnt. = student
និស្សិត

stat. = statistics
ស្ថិតិ

swbd. = switchboard
ផ្ទាំង, ក្តារ

trnee. = trainee
អ្នកហាត់ធ្វើការ

typ. = typing
វាយអង្គុលីលេខ

w/ = with
ជាមួយ

WANT AD ABBREVIATIONS (Cont.)

wk. = week
សប្តាហ៍

wkdy. = weekday
ថ្ងៃចន្ទដល់ថ្ងៃសុក្រ

wknds. = weekends
ចុងសប្តាហ៍ (សៅរ៍-អាទិត្យ)

WANT AD ABBREVIATIONS

acct. = accounting
kế toán

agcy. = agency
cơ quan

appl. = applicant, apply
người xin việc, xin

appt. = appointment
cái hẹn

asst. = assistant
phụ tá

avail. = available
có được, có sẵn

bgnr. = beginner
người mới bắt đầu

bkkpr. = bookkeeper
người giữ sổ sách
kế toán

bnfts. = benefits
quyền lợi

btwn. = between
giữa

cert. = certificat/certified,
chứng chỉ/ được chứng
nhận

clk. = clerk
thư ký ngạch thấp

co. = company
công ty

coll. = college
đại học

DOE = depending on experience
tùy theo kinh nghiệm

EOE = equal opportunity
employer
chủ nhân chủ trương đối
xử đồng đều

engr. = engineer
kỹ sư

exc, xlnt. = excellent
tuyệt hảo

exec. = executive
cấp điều khiển

exp. = experience
kinh nghiệm

expd. = experienced
có kinh nghiệm

fcty. = factory
nhà máy

f/t, ft, FT = full-time
toàn thời gian

gd. = good
giỏi

govt. = government
chính phủ

guar. = guarantee
bảo đảm

hr. = hour
giờ

hrs. = hours
giờ làm việc, giờ giấc

h.s. = high school
trung học

HSG = high school graduate
tốt nghiệp trung học

WANT AD ABBREVIATIONS (Cont.)

immed. = immediately
lập tức, tức thời

incl. = included
gồm cả

lic., lic'd = license/licensed
giấy phép/có giấy phép

mach. = machine
máy

max. = maximum
tối đa

min. = minimum
tối thiểu

mfg. = manufacturing
chế tạo

m/f = male/female
nam/nữ

mfr. = manufacturer
người chế tạo

mgr. = manager
quản lý viên

mo. = month
tháng

nec. = necessary
cần thiết

nr. = near
gần

ofc. = office
văn phòng

opp., oppt.
oppty. = opportunity
cơ hội

pos. = position
chức vụ, vị trí

pref. = preferred
được ưa thích hơn

p/t, pt, PT = part-time
bán thời gian

qual. = qualified
đủ điều kiện

quals. = qualifications
những yếu tố để đủ điều kiện

ref., refs. = reference, references
sự tham khảo, những người để tham khảo

req. = required
đòi hỏi

rm. = room
phòng

sal. = salary
lương

sec., secy. = secretary
thư ký

sh. = shorthand
tốc ký

stdnt. = student
sinh viên

stat. = statistics
thống kê

swbd. = switchboard
tổng đài điện thoại

trnee. = trainee
người được huấn luyện

typ. = typing
đánh máy

w/ = with
với

WANT AD ABBREVIATIONS (Cont.)

wk. = week
tuần lễ

wkdy. = weekday
ngày trong tuần

wknds. = weekends
những ngày cuối tuần

WANT AD ABBREVIATIONS

acct. = accounting
ການຊຸດບັນຊີ

agcy. = agency
ອົງການ

appl. = applicant, apply
ຜູ້ສະໝັກ, ສະໝັກ

appt. = appointment
ການນັດພົບ

asst. = assistant
ຜູ້ຊ່ວຍເຫຼືອ

avail. = available
ສິ່ງທີ່ມີໄດ້

bgnr. = beginner
ຜູ້ເລີ່ມຕົ້ນ

bkkpr. = bookkeeper
ຜູ້ກຳກັບບັນຊີ

bnfts. = benefits
ລາຍໄດ້ (ກຳໄລ)

btwn. = between
ຢູ່ລະຫວ່າງ

cert. = certificat/certified
ໃບປະກາສະນີຍະບັດ/ຢັ້ງຢືນແລ້ວ

clk. = clerk
ສະໝຽນ

co. = company
ບໍລິສັດ

coll. = college
ວິທະຍາໄລ

DOE = depending on experience
ແລ້ວແຕ່ຄວາມຊຳນິຊຳນານ

EOE = equal opportunity employer
ນາຍຈ້າງໃຫ້ໂອກາດເທົ່າກັນ

engr. = engineer
ວິສະວະກອນ

exc, xlnt. = excellent
ດີເລີດ

exec. = executive
ຂັ້ນສູງສຸດ

exp. = experience
ຄວາມຊຳນິຊຳນານ

expd. = experienced
ມີຄວາມຊຳນິຊຳນານ

fcty. = factory
ໂຮງງານ

f/t, ft, FT = full-time
ເຕັມເວລາ

gd. = good
ດີ

govt. = government
ລັຖບາລ

guar. = guarantee
ຮັບຮອງ

hr. = hour
ຊົ່ວໂມງ

hrs. = hours
ຫຼາຍຊົ່ວໂມງ

h.s. = high school
ມັທຍົມ

HSG = high school graduate
ຈົບມັທຍົມ

WANT AD ABBREVIATIONS (Cont.)

immed. = immediately
ທັນທີທັນໃດ

incl. = included
ລວມຢູ່ໃນ

lic., lic'd = license/licensed
ໃບອະນຸຍາດ/ອະນຸຍາດໃຫ້

mach. = machine
ເຄື່ອງຈັກ

max. = maximum
ຈຳນວນຫຼາຍສຸດ

min. = minimum
ຈຳນວນນ້ອຍສຸດ

mfg. = manufacturing
ການປະລິດ

m/f = male/female
ເພດຊາຍ/ເພດຍິງ

mfr. = manufacturer
ຜູ້ປລິດ

mgr. = manager
ຜູ້ອຳນວຍການ

mo. = month
ເດືອນ

nec. = necessary
ຄວາມຈຳເປັນ

nr. = near
ໃກ້

ofc. = office
ໂຮງການ

opp., oppt.
oppty. = opportunity
ໂອກາດ

pos. = position
ໜ້າທີ່

pref. = preferred
ມັກກວ່າ

p/t, pt, PT = part-time
ບໍ່ເຕັມເວລາ

qual. = qualified
ເໝາະສົມໜ້າທີ່

quals. = qualifications
ການເໝາະສົມໜ້າທີ່

ref., refs. = reference, references
ຜູ້ອ້າງອີງ

req. = required
ຮຽກຮ້ອງ

rm. = room
ຫ້ອງ

sal. = salary
ເງິນເດືອນ

sec., secy. = secretary
ເລຂາທິການ

sh. = shorthand
ການຂຽນຫຍໍ້

stdnt. = student
ນັກຮຽນ

stat. = statistics
ການຮຽນ ສິ່ງທີ່ເກີດຂຶ້ນ

swbd. = switchboard
ແປ້ນຕໍ່ສາຍໄຟຟ້າ

trnee. = trainee
ຜູ້ຝຶກແອບ

typ. = typing
ພິມດີດ

w/ = with
ກັບ.

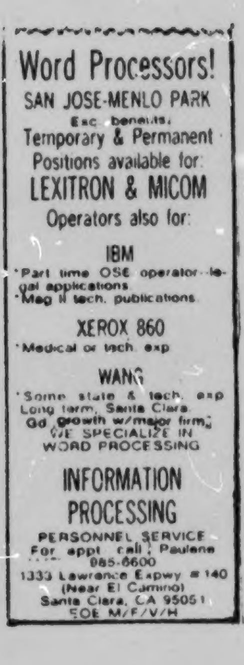
WANT AD ABBREVIATIONS (Cont.)

wk. = week
ສັປດາ

wkdy. = weekday
ມື້ສັປດາ

wknds. = weekends
ມື້ພັກສັປດາ

WANT ADS



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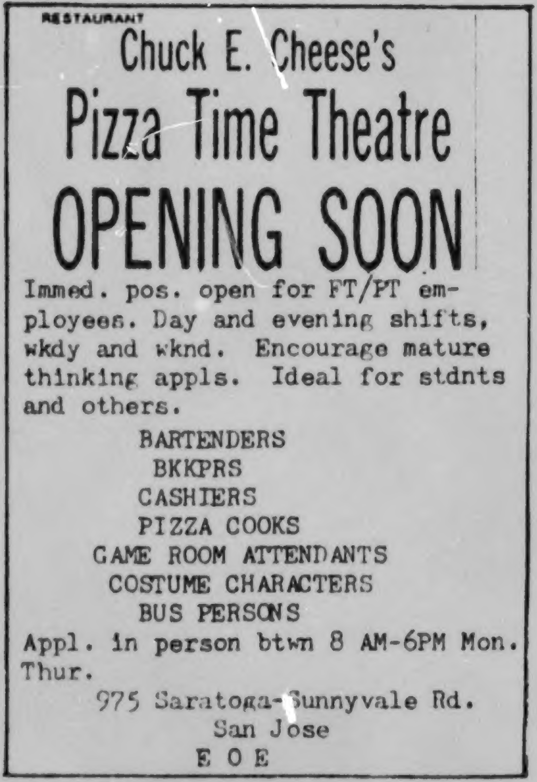

RESTAURANT

Chuck E. Cheese's
Pizza Time Theatre
OPENING SOON

Immed. pos. open for FT/PT employees. Day and evening shifts, wkdy and wknd. Encourage mature thinking appls. Ideal for stdnts and others.

BARTENDERS
BKKPRS
CASHIERS
PIZZA COOKS
GAME ROOM ATTENDANTS
COSTUME CHARACTERS
BUS PERSONS

Appl. in person btwn 8 AM-6PM Mon. Thur.

975 Saratoga-Sunnyvale Rd.
San Jose
E O E

USING THE STATE EMPLOYMENT SERVICE — UNIT V/LESSON 3

OBJECTIVES:

1. Students will describe the job search process used at the state employment service.
2. Students will identify at least two job openings listed at the employment service for which they are qualified.

INSTRUCTOR PREPARATION:

1. Arrange field trip to state employment service.
2. Visit office beforehand to become familiar with staff, forms, microfiche readers, and procedures.

PROCEDURE:

Field trip to state employment service including presentation by staff and hands-on exploration of job listings by students.

MATERIALS:

1. Job lists (microfiche readers or other system)
2. Copies of Request for Job Referral Information (available at employment service).

GUIDELINES:

NOTES:

In-Class Activities

1. Have employment service staff person make a presentation on procedures used and resources available.
2. Show students how to use microfiche readers. Have each student fill out a Request for Job

GUIDELINES (Cont.):

NOTES:

Referral information for at least two jobs.

3. Conduct large-group discussion on findings. Suggested questions:

    a. What are your impressions of the office?

    b. What are some jobs currently available?

    c. What is your opinion of the procedure used by the office?

Optional Activity

Ask a representative from the state employment service to make a presentation in class.

Outside Activities

1. Suggest that students who are interested in working should return to the office to pursue jobs.

2. Have students write their impressions of the experience, including the atmosphere of the office and opportunities available to them.

REFERENCES AND SUPPLEMENTARY MATERIALS:

OBJECTIVES:

1. Students will evaluate a sample completed job application.
2. Students will suggest what position(s) could be filled by the person who completed the sample application.
3. Students will complete a job application.

INSTRUCTOR PREPARATION: Duplicate copies of Sample Job Application (V-4-SHa) and Job Application (V-4-SHb).

PROCEDURE: Large-group discussion writing.

MATERIALS:

1. Sample Job Application (V-4-SHa)
2. Job Application (V-4-SHb)

GUIDELINES:

In-Class Activities

1. Pass out sample completed application (V-4-SHa). Go through each section, and ask students to critique the responses.
2. Ask students to list jobs for which this individual would qualify.
3. Have students state why they would or would not consider this person further in a real hiring process.

NOTES:

You may prefer to project the sample application on a screen.

GUIDELINES (Cont.):

NOTES:

4. Have students begin filling out their sample applications (IV-4-SHb).

Outside Activity:

1. Ask students to complete their applications.
2. Have students fill out an application of their choice.

REFERENCES AND SUPPLEMENTARY MATERIALS:

WORK EXPERIENCE

LIST PREVIOUS JOBS STARTING WITH YOUR PRESENT OR MOST RECENT ONE. PLEASE DESCRIBE DUTIES AS COMPLETELY AS SPACE ALLOWS.

Present or Last Employer: Thrifty Drug Store
Address: Blossom Hill
Number Street
San Jose
City State Zip
Telephone No.: ?
(Area Code) Number
Your Duties: Sales Clerk

Reason for Leaving: I didn't like my boss
Supervisor:

Dates Start	Salary Start
9/12/81	$[illegible]
Left	**Left**
4/12/82	$3.50

Present or Last Employer: Good Samaritan Hospital
Address: 14 Good Samaritan Way
Number Street
San Jose CA 94510
City State Zip
Telephone No.: (408) 323-9192
(Area Code) Number
Your Duties: Clerk typist in pediatrics department

Reason for Leaving: Boring work, ~~long~~ late hours
Supervisor:

Dates Start	Salary Start
8/15/80	$3.00
Left	**Left**
9/1/81	$3.25

Present or Last Employer:
Address:
Number Street
Telephone No.:
(Area Code) Number
Your Duties:

Reason for Leaving:
Supervisor:

Dates Start	Salary Start
/ /	$
Left	**Left**
/ /	$

Present or Last Employer:
Address:
Number Street
Telephone No.:
(Area Code) Number
Your Duties:

Reason for Leaving:
Supervisor:

Dates Start	Salary Start
/ /	$
Left	**Left**
/ /	$

REFERENCES

One of HP's pre-employment steps is to contact your previous employers.
May we contact your present employer? ☐ Yes ☒ No

IN THE SPACE BELOW PLEASE LIST PERSONAL REFERENCES WHO CAN COMMENT ON YOUR EDUCATIONAL OR JOB RELATED EXPERIENCE: (DO NOT GIVE RELATIVES OR YOUR EMPLOYERS LISTED ABOVE)

NAME	PHONE NO. – 8AM – 5 PM
Mr. Don Williams, Instructor	(415) 494-9598
Mrs. Chan Pau, Aunt	(408) 695-512[illegible]3

SIGNATURE

THIS APPLICATION IS NOT COMPLETE UNTIL THE FOLLOWING STATEMENT HAS BEEN READ AND SIGNED:
I certify that all of the information furnished on this form is true, complete, and correct to the best of my knowledge. I understand that such information is subject to verification by Hewlett-Packard.

SIGNATURE DATE

EMPLOYMENT OFFICE COMMENTS

Application Received:
Application Updated:
Application Inactivated:

UNIT V/LESSON 4
V-4-SHa

PLEASE FILL OUT COMPLETELY
INCOMPLETE APPLICATION CAN NOT BE PROCESSED

HEWLETT hp PACKARD
SANTA CLARA DIVISION 5301 Stevens Creek Blvd., Santa Clara, California 95050 · Telephone (408) 246-4300

EMPLOYMENT APPLICATION

HEWLETT-PACKARD IS AN EQUAL OPPORTUNITY EMPLOYER AND ALL APPLICANTS ARE WELCOME.

PERSONAL INFORMATION

NAME: Peou (Last) Sar (First) — (Middle) Social Security No.: 661-28-9955

Address: 95 (No.) Newhall St. (Street) Santa Clara (City) CA (State) ? (Zip)

Telephone No. (408) (Area Code) 246-9981 (Number) Message No. (If necessary): N/A (Area Code) (Number)

Other name(s) under which you have worked: N/A

Have you ever applied for employment at HP?: ☐ Yes ☒ No If "yes", Location: Date:

Previously employed with HP?: ☐ Yes ☒ No If "yes", Location: Date:

Names of relatives employed here: N/A Relationship: Location at HP:

How were you referred to HP? My instructor suggested it.

If not a U.S. citizen, please name type of visa:

Have you ever been convicted of a felony?: ☐ Yes ☒ No If "yes", please give date, offense, and outcome:

Previous convictions do not exclude an applicant from consideration for employment.

Are you between the ages of 18 and 70? ☒ Yes ☐ No. All applicants under the age of 18 must submit a work permit.

TYPE OF WORK APPLYING FOR

Check Only One:

OFFICE & CLERICAL	SKILLED	SEMI-SKILLED (Entry)	TECHNICIAN	SERVICE
☒ Clerical	☐ Machinist	☐ Material Handler	☐ Electronic	☐ Security
☐ Acctng Clerk	☐ Tool & Die	☐ Production	☐ Mechanical	☐ Custodian
☐ Secretarial	☐ Sheet Metal	☐ I.C. Fabrication	☐ IC	Other
☐ Data Entry	☐ Facilities Maint.	Other	Other	
Other	Other			

State specific type of job you desire and your qualifications in the area checked. clerk typist ~~or Receptionist~~

Shift(s). Day X Swing Grave No way Hours: Full-time Part-time X

Do you have any physical condition which may limit your ability to perform the job(s) applied for? ☐ Yes ☒ No

Typing Speed 45 WPM

Shorthand Speed — WPM

Office Machines Photo copy 10-Key adding Machine

Keypunch/Data Proc —

List tools, machines, and electronic equipment you feel qualified to use without further experience: Calculator

What specific skills or abilities do you have? Typing, Filing. answering phone

EDUCATION

CIRCLE LAST GRADE COMPLETED – Grade 1 2 3 4 5 6 7 8 9 10 11 [✓ 12] College 1 2 3 4

Name(s) of School(s) other than high school:	Location	Major	Dates	Degree (if any)
Phnom Penh High School	Phnom Penh Cambodia	General	197 -76	Diploma
West Valley College	Los Gatos, CA	Business	1981-Present	

Is there anything else you would like us to know about you? I need to work very bad! I want to buy a car.

US MILITARY

BRANCH: N/A LAST RANK: DATE OF SEPARATION:

Your most important duties and training during service: (include schools attended)

UNIT V/LESSON 4
V-4-SHb

HEWLETT PACKARD

SANTA CLARA DIVISION · 5301 Stevens Creek Blvd., Santa Clara, California 95050 · Telephone (408) 246-4300

PLEASE FILL OUT COMPLETELY.
INCOMPLETE APPLICATION CAN NOT BE PROCESSED.

EMPLOYMENT APPLICATION

HEWLETT-PACKARD IS AN EQUAL OPPORTUNITY EMPLOYER AND ALL APPLICANTS ARE WELCOME

PERSONAL INFORMATION

NAME: ______________________ Social Security No.: ___ – ___ – ___
Last First Middle

Address: ______________________
No. Street City State Zip

Telephone No. ______________________ Message No. (If necessary): ______________________
(Area Code) Number (Area Code) Number

Other name(s) under which you have worked: ______________________

Have you ever applied for employment at HP?: ☐ Yes ☐ No If "yes", Location: __________ Date: __________

Previously employed with HP?: ☐ Yes ☐ No If "yes", Location: __________ Date: __________

Names of relatives employed here: __________ Relationship: __________ Location at HP: __________

How were you referred to HP? ______________________

If not a U.S. citizen, please name type of visa: ______________________

Have you ever been convicted of a felony?: ☐ Yes ☐ No If "yes", please give date, offense, and outcome: ______________________

Previous convictions do not exclude an applicant from consideration for employment.

Are you between the ages of 18 and 70? ☐ Yes ☐ No. All applicants under the age of 18 must submit a work permit.

TYPE OF WORK APPLYING F

Check Only One:

OFFICE & CLERICAL
☐ Clerical
☐ Acctng Clerk
☐ Secretarial
☐ Data Entry
Other __________

SKILLED
☐ Machinist
☐ Tool & Die
☐ Sheet Metal
☐ Facilities Maint.
Other __________

SEMI-SKILLED (Entry)
☐ Material Handler
☐ Production
☐ I.C. Fabrication
Other __________

TECHNICIAN
☐ Electronic
☐ Mechanical
☐ IC
Other __________

SERVICE
☐ Security
☐ Custodian
Other __________

State specific type of job you desire and your qualifications in the area checked. ______________________

Shift(s). Day ______ Swing ______ Grave ______ Hours: Full-time ______ Part-time ______

Do you have any physical condition which may limit your ability to perform the job(s) applied for? ☐ Yes ☐ No

Typing Speed __________ WPM

Shorthand Speed __________ WPM

Office Machines __________

Keypunch/Data Proc.: __________

List tools, machines, and electronic equipment you feel qualified to use without further experience __________

What specific skills or abilities do you have? __________

EDUCATION

CIRCLE LAST GRADE COMPLETED – Grade 1 2 3 4 5 6 7 8 9 10 11 12 College 1 2 3 4

Name(s) of School(s) other than high school:	Location	Major	Dates	Degree (if any)

Is there anything else you would like us to know about you? ______________________

US MILITAR

BRANCH	LAST RANK	DATE OF SEPARATION

Your most important duties and training during service: (include schools attended) ______________________

0-170558 (11/79)

WORK EXPERIENCE

LIST PREVIOUS JOBS STARTING WITH YOUR PRESENT OR MOST RECENT ONE. PLEASE DESCRIBE DUTIES AS COMPLETELY AS SPACE ALLOWS.

Present or Last Employer: ____________________
Address: ____________________
Number Street
____
City State Zip
Telephone No.: ____________________
(Area Code) Number
Supervisor: ____________________
Your Duties: ____________________
Reason for Leaving: ____________________

Dates Start	Salary Start
/ /	$
Left	**Left**
/ /	$

Present or Last Employer: ____________________
Address: ____________________
Number Street
____
City State Zip
Telephone No.: ____________________
(Area Code) Number
Supervisor: ____________________
Your Duties: ____________________
Reason for Leaving: ____________________

Dates Start	Salary Start
/ /	$
Left	**Left**
/ /	$

Present or Last Employer: ____________________
Address: ____________________
Number Street
____
Telephone No.: ____________________
(Area Code) Number
Supervisor: ____________________
Your Duties: ____________________
Reason for Leaving: ____________________

Dates Start	Salary Start
/ /	$
Left	**Left**
/ /	$

Present or Last Employer: ____________________
Address: ____________________
Number Street
____
Telephone No.: ____________________
(Area Code) Number
Supervisor: ____________________
Your Duties: ____________________
Reason for Leaving: ____________________

Dates Start	Salary Start
/ /	$
Left	**Left**
/ /	$

REFERENCES

One of HP's pre-employment steps is to contact your previous employers.
May we contact your present employer? ☐ Yes ☐ No

IN THE SPACE BELOW PLEASE LIST PERSONAL REFERENCES WHO CAN COMMENT ON YOUR EDUCATIONAL OR JOB RELATED EXPERIENCE. (DO NOT GIVE RELATIVES OR YOUR EMPLOYERS LISTED ABOVE)

NAME ____________________ PHONE NO. — 8AM — 5 PM
NAME ____________________ PHONE NO. — 8 AM — 5 PM
NAME ____________________ PHONE NO. — 8 AM — 5 PM

SIGNATURE

THIS APPLICATION IS NOT COMPLETE UNTIL THE FOLLOWING STATEMENT HAS BEEN READ AND SIGNED:
I certify that all of the information furnished on this form is true, complete, and correct to the best of my knowledge. I understand that such information is subject to verification by Hewlett-Packard.

SIGNATURE ____________________ DATE ____________________

EMPLOYMENT OFFICE COMMENTS

Application Received: ____________________
Application Updated: ____________________
Application Inactivated: ____________________

DEVELOPING A RESUME, Part I

UNIT V/LESSON 5

OBJECTIVES:

1. Students will state the purpose and main sections of a resume.
2. Students will evaluate and improve a sample resume.
3. Students will prepare their own resume.

INSTRUCTOR PREPARATION:

1. Duplicate copies of Chronological Resume (V-5-SHa) and Functional Resume (V-5-SHb) or prepare overhead transparencies of them.
2. Collect samples of other resumes.

PROCEDURE:

Large-group discussion followed by individual writing.

MATERIALS:

1. Chronological Resume (V-5-SHa)
2. Functional Resume (V-5-SHb)
3. Blank paper

GUIDELINES:

NOTES:

In-Class Activities

1. Introduce resumes. Ask students to state their purposes. Discuss differences between U.S. and home countries regarding resumes.
2. Distribute samples and define major sections. Discuss advantages and disadvantages of chronological vs functional. Discuss differences in format of each.

GUIDELINES (Cont.):

NOTES:

3. Divide students into pairs to critique and improve sample resumes. Ask volunteers to share ways they would improve the samples.

Outside Activity:

Have students write (or revise) their own resumes.

Meet individually with students who need assistance with resumes.

REFERENCES AND SUPPLEMENTARY MATERIALS:

Katz, P. H. et al. Career Counseling Materials & Techniques for Use with Vietnamese. San Jose: San Jose City College, 1981.

Huong-Mai Van
369 Rose Lane
Monte Sereno, California 95030
(408) 555-1212

UNIT V/LESSON 5
V-5-SHa

POSITION OBJECTIVE:
Employee Trainer in Pharmaceutical Industry

QUALIFICATIONS IN BRIEF:
Excellent in human relations, communications, organizational leadership. Extensive Pharmaceutical experience. Speaks Vietnamese, French, and English. Chemistry/English education equivalent to A.A. degree. Dedicated worker.

EDUCATION:
WEST VALLEY COLLEGE, Saratoga, California. Present Major: Chemistry.
SAIGON UNIVERSITY, Saigon, Vietnam. Two years English education major.

EXPERIENCE SUMMARY:

WEST VALLEY COLLEGE, Saratoga, California   Present

EOPS Student Advisor
Recruit, support, orient, motivate students. Developed and implemented system of tutoring; coordinate tutoring schedule. Founder and President: Vietnamese Student Association. Planned/organized cultural events.

Chemistry Student Lab Assistant   February 1979-1980
Prepared materials for laboratory classes.

EQUAL OPPORTUNITY COMMISSION, San Mateo County   October 1977-January 1979

Health Training Coordinator
Organized training for low income parents as child care provider. Interviewed, evaluated, trained, supervised 52 participants.

PARKE-DAVIS CORPORATION, Washington, D.C.   February 1977-October 1977

Pharmaceutical Representative
Visited medical offices, pharmacies, hospitals to present new products and take orders.

INDOCHINA CENTER (U.S. CATHOLIC CONFERENCE)   April 1976-January 1977

Case Aide

JOHNS-HOPKINS UNIVERSITY, Baltimore, Maryland   February 1976-April 1976

Medical Transcriber

RED CROSS, Baltimore, Maryland   February 1976-April 1976

Receptionist Volunteer

PHAM HONG TAI PHARMACY, Saigon, Vietnam   February 1968-April 1975

Sales and inventory clerk, cashier

REFERENCES: Available upon request.

Engpeng Souksay
1280 Blossom Tree Lane
San Jose, California 95116
(408) 297-1212 (HOME)
(408) 298-1212 (WORK)

POSITION OBJECTIVE:

Classroom Aide

EXPERIENCE:

SAN JOSE CITY COLLEGE, San Jose, California

Electronics Tutor
Facilitate students who have learning difficulties in the area of Electronics. Work well with students on a one-to-one basis as well as in small groups.

T.V. SICK!, New Orleans, Louisiana

Troubleshooter, Television and Stereo
Analyzed symptoms of non-functioning televisions and stereos, trouble shoot the circuits and replaced defective components.

ROYAL LAOTIAN ARMY, Laos

Translator
Served as translator for United States and Royal Laotian Army.

SAN JOSE CITY COLLEGE, San Jose

Counselor Aide
Advise students on school procedures.

EDUCATION

SAN JOSE CITY COLLEGE, San Jose, California. Major: Electronic Industrial Technology - 58 units

BAY VALLEY TECHNICAL INSTITUTE, Santa Clara, California. Major: Electronics Technician Program.

REFERENCES: Available upon request.

DEVELOPING A RESUME, Part II UNIT V/LESSON 6

OBJECTIVES:

1. Students will critique each other's resumes.
2. Students will make final changes in their own resumes.

INSTRUCTOR PREPARATION:

1. Note, from individual meetings with students, the most common errors or areas for improvements in resumes.
2. Prepare sufficient copies of Interview Do's and Don'ts (V-7-SHa) for students to review before next lesson.

STUDENT PREPARATION: Students should bring rough drafts of their resumes to class.

PROCEDURE: Mini-lecture, activity in pairs, large-group discussion, and writing by individuals.

MATERIALS:

1. Sample resumes
2. Blank paper
3. Copies of Interview Do's and Don'ts (V-7-SHa) for next lesson.

GUIDELINES:	NOTES:
In-Class Activities	
1. Review purpose and sections of resume. Note common errors made.	For example: a. Being too 'modest'; not emphasizing strengths. b. Misspelled words, incorrect punctuation. c. Sloppy format.

GUIDELINES (Cont.):

NOTES:

d. Length (too long, too short)
e. Inaccurate information
f. Irrelevant information

2. Have each student exchange resume with a partner. Ask students to give comments on the strengths and areas that could be changed in the resume.

3. Have students make final changes in their own resumes.

4. Pass out Interview Do's and Don'ts (V-7-SHa) and Job Interview Questions (V-7-IHa) for students to study before next class.

Outside Activity

1. Ask students to complete resumes and to turn them in to you.

2. Have students help a member of their family prepare a resume.

REFERENCES AND SUPPLEMENTARY MATERIALS:

Katz, P. H. et al. Career Counseling Materials & Techniques for Use with Vietnamese. San Jose: San Jose City College, 1981.

SUCCEEDING IN A JOB INTERVIEW, Part I   UNIT V/LESSON 7

OBJECTIVES:

1. Students will evaluate interview and state several do's and don'ts for interviewing.
2. Students will describe ways of handling at least 5 difficult interview situations.

INSTRUCTOR PREPARATION:

1. Review Job Interview Questions (V-7-IHa) and Interview Do's and Don'ts (V-7-SHa). Prepare to roleplay interview with colleague or student in front of class.
2. Cut Draw a Tough Situation Game (V-7-IHb) into strips, and place them in a box or bag.

PROCEDURE:

Observation of roleplay followed by large-group discussion/critique and playing of game.

MATERIALS:

1. Job Interview Questions (V-7-IHa)
2. Interview Do's and Don'ts (V-7-SHa)
3. Draw a Tough Situation Game (V-7-IHb)

GUIDELINES:

NOTES:

In-Class Activities

1. Introduce job interviews. Stress their importance and the need to prepare carefully for them.
2. Explain that you will demonstrate (with a colleague or a student) a job interview. Tell students

GUIDELINES (Cont.):

to take notes and be ready to critique the interview.

3. Conduct the roleplay.

4. Have students critique what they observed. List on the chalkboard all the strengths and weaknesses.

5. Review Interview Do's and Don't. Ask for examples from the roleplay.

6. Explain and play the Draw a Tough Situation Game.

    a. Students will draw slips of paper from box.

    b. Students will say how they would handle the "tough situation."

__Outside Activity__

Ask students to interview family members or friends about difficult interview situations they encountered and how they handled them.

REFERENCES AND SUPPLEMENTARY MATERIALS:

NOTES:

Use questions from Job Interview Questions (V-7-IHa). Include some errors on purpose, and use humor where appropriate.

JOB INTERVIEW QUESTIONS*

RELATING TO JOB APPLIED FOR:

1. What job (position) are you applying for? What is your preference?
2. Why did you apply for a job with this company? What do you know about this company? What do you know about the job? Who referred you to us?
3. What are your ideas on salary? (How much money do you want?)
4. Can you take orders from other people?
5. How long do you expect (plan) to work here?
6. Are you willing to work overtime? Saturdays? Sundays? Nights?
7. Are you willing to relocate?
8. Do you prefer (like) working with others (other people) or by yourself (alone)?
9. Are you looking for permanent or temporary employment (work)?
10. What hours are you available (free) for work? Can you work a split shift?
11. Do you like routine (dull, boring maybe) and repetitive work?

RELATING TO PREVIOUS (PAST) EDUCATION (CLASSES):

12. Have you had any special courses or training?
13. What classes have you taken recently (lately)?
14. What is the highest grade you completed in school? (Why did you drop out of school?)

RELATING TO PREVIOUS EXPERIENCE (JOBS AND OTHER WORK YOU DID):

15. What are your special abilities (skills, talents)?
16. Do you have any experience in this type (kind) of work? What other jobs?
17. What tools or equipment can you use? Do you own (have) any of these tools?

---

*From Indochinese Vocational Project, Los Angeles Unified School District, Los Angeles, California.

JOB INTERVIEW QUESTIONS (Cont.)

18. What have you learned from some of your other (past) jobs?

19. Describe the work you did on your last job. Did you like it?

20. How did you get along with your former employers (bosses)? Your fellow workers (other people you worked with in the past)?

21. How many days did you miss on your last job due to (because of) illness (being sick) or emergency?

22. Why did you leave your last job? Have you ever been discharged (fired, told to leave your job)?

23. Why have you been out of work for so long?

24. What kind of job do you expect (plan) to hold (have) 5 years from now? 10 years from now? 20 years from now? etc.

25. Can we contact your past employer(s) as reference(s)?

RELATING TO YOU PERSONALLY:

26. Tell me about yourself.

27. What are your future plans?

28. Why do you feel you will be successful (good) in your field (work)?

29. Why should I hire you (instead of someone else)?

30. What do you think determines (is important for) a person's progress (advancement, moving up) in a good company?

31. What is your major weakness?

32. What do you do with your spare (free) time? (What are your hobbies and interests)?

33. How long have you lived in this area? How long do you plan to live here (in the future)?

34. How many times have you moved in the last (past) 5 years? Why?

35. Do you drive? Do you have a car? Do you have a valid California driver's license? How many tickets for moving violations have you received?

36. What do you do for transportation?

37. Do you have any children? If they aren't in school, who will look after (take care of) them when you are working?

38. Have you ever had any serious illness (been sick) or injury (been hurt in an accident)?

39. Have you ever been arrested (by police) for a crime? Have you ever been convicted (found guilty, usually in a court)?

40. Have you ever been bonded (insured against your stealing money or equipment)?

END OF INTERVIEW:

41. Do you have any questions to ask me?

What are the career opportunities available in this company?

Do you have training programs to upgrade skills?

How is job performance evaluated?

When do you expect to make a decision?

DRAW A TOUGH SITUATION

Directions:

Duplicate and cut apart the squares on the following page. Place squares in a box, and have each student draw one out. (It is all right if more than one student has the same situation.) Ask for a volunteer to demonstrate how he or she would handle this typical interview situation. Have the other students react and suggest other alternatives.

The interviewer says he will be 30 minutes late, and you have another appointment in an hour.

You spill a cup of coffee all over the front of your clothes while you are waiting for the interview.

You have a flat tire on your way to the interview.

The interviewer offers you a job, but you must start tomorrow. (You have another job.)

The interviewer suggests that the two of you go on a date tonight.

The interviewer asks you why you want to leave your present job. (The truth is that you and your boss don't get along well.)

The job application asks if you have ever been convicted of a a crime. (The truth is you were arrested once but not convicted.)

The interviewer asks you how you will take care of your small children if you are hired.

You have back trouble when you sit for a long time. The interviewer asks if you have any disabilities.

The interviewer asks if you would be willing to move to a city 100 miles away.

The interviewer (who would be your new boss) asks if you would be willing to make coffee every morning.

The interviewer asks you if you have any questions about the organization.

The interviewer asks you what your weak points are.

The interview is almost over but the interviewer hasn't mentioned salary or benefits.

UNIT V/LESSON 7
V-7-SHa
CAMBODIAN

INTERVIEW DO'S AND DON'TS

សម្ភាសន៍៖ អំពីអ្វីដែលត្រូវធ្វើ និងអ្វីដែលមិនត្រូវធ្វើ

A. Before the Interview ក. មុនពេលសម្ភាសន៍

DO'S ត្រូវធ្វើ	DON'TS មិនត្រូវធ្វើ
1. Discuss your job/career goals thoroughly with your counselor and others you respect ១. [illegible]	1. DON'T look for just any job and have strong regrets later ១. [illegible]
2. Have necessary papers ready, e.g., I-94/permanent resident card, Social Security card, driver's license or ID card ២. [illegible]	2. DON'T forget to bring these important papers since you may be asked to prove you are eligible to work ២. [illegible]
3. Be prepared with other important facts about yourself, like home address, home/message phone number, details about job experience/education/other training including names and addresses, dates, position and duties, supervisor's name, names and addresses of references, etc. ៣. [illegible]	3. DON'T waste interview time trying to remember these important facts; be sure you DON'T forget to mention any information which may be relevant to the position ៣. [illegible]

*Adapted from Indochinese Vocational Project, Los Angeles Unified School District, Los Angeles, California.

UNIT V/LESSON 7
V-7-SHa
CAMBODIAN

INTERVIEW DO'S AND DON'TS (Cont.)

DO'S ត្រូវធ្វើ	DON'TS មិនត្រូវធ្វើ
4. Be ready to talk about yourself ៤. ត្រូវប្រុងប្រៀបនិយាយពីរឿងរបស់ ពីការខ្លួនឯងផ្ទាល់អោយគេស្គាល់	4. DON'T say too much or too little; DON'T present your background in an unorganized way ៤. កុំនិយាយច្រើនពេក ឬតិចតួចពេក ។ កុំបង្ហាញប្រវត្តិការងារខ្លួនឯងដែលមិនបានរៀបចំទុកជាមុន
5. Learn all you can about the company, for example, the kind of job you are applying for, the company's products or services, why you want to work there, etc. ៥. ត្រូវចេះអោយបានច្រើនពីលក្ខណៈក្រុមហ៊ុន ដូចជាការងារដែលលោកអ្នកដាក់ពាក្យធ្វើនៅទីនោះ ។ តើក្រុមហ៊ុននោះផលិតផលអ្វី ហើយហេតុដូចម្តេចបានជាលោកអ្នកដាក់ពាក្យធ្វើការនៅក្នុងក្រុមហ៊ុននោះ ។	5. DON'T go to your interview without knowing something about the company and the job for which you are applying ៥. កុំទៅសម្ភាសន៍ដោយមិនដឹងពីលក្ខណៈនៃក្រុមហ៊ុននោះ ហើយនិងការងារដែលលោកអ្នកដាក់ពាក្យសុំធ្វើនៅក្នុងក្រុមហ៊ុន ។
6. Keep your own interview appointment, not someone else's ៦. ត្រូវទៅតាមពេលវេលាណាត់ជួបរបស់លោកអ្នកផ្ទាល់ មិនមែនរបស់អ្នកដទៃទេ	6. DON'T give your appointment to someone else or go to someone else's interview; DON'T bring other people with you unless arrangements have been made for them to be interviewed too ៦ កុំអោយពេលវេលាណាត់ជួបរបស់លោកអ្នកទៅអ្នកដទៃទៀត ឬទៅជួបនឹងអ្នកណាដែលមិនត្រូវណាត់ពេលជួប ។ កុំនាំអ្នកដទៃទៅជាមួយទៅពេលសម្ភាសន៍លើកលែងតែមានការណាត់ពេល
7. Be at least 10 minutes early for your interview; you may have to complete some forms first or prepare for a test ៧ ត្រូវទៅមុនពេលធ្វើសម្ភាសន៍យ៉ាងតិច ១០ នាទីមុន ព្រោះជួនកាលលោកអ្នកអាចត្រូវចំណាយពេលវេលាបំពេញ ដើម្បីធ្វើការប្រឡងកំណត់ពិន្ទុ	7. DON'T be late for your interview; also, DON't get there too early either ៧. កុំទៅយឺតពេក ឬទៅមុនពេលកំណត់ធ្វើសម្ភាសន៍មុនច្រើនពេក

INTERVIEW DO'S AND DON'TS (Cont.)

DO'S	DON'TS
8. If you cannot avoid being late for or cannot keep your scheduled interview, you MUST call the interviewer before the interview time ៨. បើលោកអ្នកមិនអាចមកទៅសម្ភាសន៍ ដោយទាន់ពេលវេលា ឬ មិនបានទៅ តាមពេលកំណត់ៈ ត្រូវទូរស័ព្ទទៅប្រាប់ អ្នកសម្ភាសន៍មុនពេលវេលា នោះ	8. DON'T cancel your job interview without calling first ៨. ចូរកុំខកខានការសម្ភាសន៍ដោយ មិនបានទូរស័ព្ទទៅប្រាប់ជាមុន
9. Have a good night's sleep the night before your interview so you are alert ៩. ត្រូវដេកអោយបានឆ្អែតនៅ នៅពេលយប់ [illegible] ត្រូវទៅសម្ភាសន៍ដើម្បីកាល [illegible]	9. DON'T go to your interview looking or feeling tired or inattentive ៩. ចូរកុំទៅសម្ភាសន៍ដោយ [illegible] ឬ ងងុយដេក [illegible]

B. At The Interview

1. Dress appropriately and use good manners when you go for your interview; for example, clean, brushed hair; clean face; clean, pressed clothes; good eye contact, firm handshake, attentiveness, etc; use a deodorant and/or mouthwash first ១. ពេលសម្ភាសន៍ ១. ត្រូវស្លៀកពាក់អោយបានសមរម្យ និងមានអាកប្បកិរិយាល្អក្នុងពេល ទៅសម្ភាសន៍ ដូចជា សម្លៀកបំពាក់ ត្រូវស្អាត, សិតសក់អោយបានរៀបរយ, លាងមុខអោយស្អាត, ខោអាវត្រូវអ៊ុតអោយ ស្អាត, ចាប់ភ្នែកអ្នកសម្ភាសន៍អោយ នឹង, ចាប់ដៃអោយណែន, [illegible]; ត្រូវប្រើថ្នាំ [illegible] និងត្រូវខ្ពុរមាត់ជាមុនសិន ,	1. DON'T look sloppy or dress inappropriately; DON'T smoke or chew gum; DON'T sit down before being offered a seat; DON'T slouch, fidget around, etc. ១. ចូរកុំស្លៀកពាក់សម្លៀកបំពាក់ មិនសមរម្យ, កុំជក់បារី, កុំទំពារ ស្ករកៅស៊ូ; កុំអង្គុយចុះមុនគេ អញ្ជើញអោយអង្គុយ, កុំធ្វើ [illegible] មិនស្ងាត់ ឬ ទៅមិនសុខ ។ល។

INTERVIEW DO'S AND DON'TS (Cont.)

DO'S	DON'TS
2. Represent yourself fully and honestly; remember all of your past experience and skills--including education/experience in your home country as well as here, volunteer work, etc.--which apply to the position ២. ត្រូវនិយាយពីការស្មោះត្រង់; ហើយនឹកពោលអោយអស់ពីគ្រប់ទាំងការសិក្សា និងការធ្វើការពីមុនដែលធ្លាប់បានធ្វើកន្លងមក--រួមទាំងការសិក្សា និងការធ្វើការដែលបានធ្វើនៅប្រទេសលោកអ្នក និងនៅអាមេរិក ។ ត្រូវបញ្ជាក់ពីការងារស្ម័គ្រចិត្តដែលជាប់ទាក់ទងទៅនឹងការងារដែលត្រូវការនេះ ។	2. DON'T overrepresent or under-represent yourself (you may not get a job you deserve or get a job you don't deserve) ២. កុំនិយាយពីខ្លួនឯងហួសប្រមាណ ឬ តិចពេក (ព្រោះលោកអ្នកអាចនឹងមិនបានការងារសមនឹងខ្លួនទេ.)
3. Listen carefully to each question that is asked; if you don't understand the question, say "Please repeat the question" or"Please speak more slowly" ៣. ត្រូវប្រុងប្រយ័ត្នស្តាប់សំនួរនីមួយៗដែលគេសួរ បើលោកអ្នកមិនយល់ទេ សូមប្រាប់គេថា: "សូមមេត្តាជួយប្រាប់សំនួរម្តងទៀត ឬ សូមពោលប្រាប់អោយយឺតៗ"	3. DON'T try to guess what the interviewer means if you don't understand a question (you may disqualify yourself by giving the wrong answer) ៣. កុំស្មានទាយនូវអ្វីដែលគេសួរ បើលោកអ្នកមិនយល់នូវសំនួរនោះទេ (លោកអ្នកអាចនឹងបង្ហាញគេថា គ្មានសមត្ថភាពគ្រប់គ្រាន់ ដោយឆ្លើយខុសនឹងសំនួរនោះ ។)
4. Answer each question directly and to the point, including additional information only when relevant ៤. ត្រូវឆ្លើយសំនួរនីមួយៗ ហើយចំ និងចំណោទដែលគេសួរ រួមទាំងព័ត៌មានបន្ថែមដែលជាការទាក់ទងនឹងសំនួរនោះ ។	4. DON'T ramble on to other subjects or say too much when answering; on the other hand, DON'T just say "Yes" or "No" when you can be more effective by saying more ៤. កុំឆ្លើយវែងឆ្ងាយពីរឿង និងផ្សេងៗ ឬ ច្រើនពេក ឬ ឆ្លើយវែងឆ្ងាយពេក ។ កុំឆ្លើយត្រឹមតែបាន "បាទ" ឬ "ទេ" ពេលដែលលោកអ្នកអាចនិយាយបានច្រើនប្រសើរជាងនេះទៅទៀត ។

INTERVIEW DO'S AND DON'TS (Cont.)

DO'S	DON'TS
5. Be sure to ask a few questions if you have a chance, such as job duties, promotional opportunities, hours, salary, etc.; however, keep questions about benefits at a minimum (you may appear too eager to take a vacation or sick leave) ៥. ត្រូវសួរសំនួរខ្លះៗ ដល់អ្នកធ្វើសម្ភាសន៍ ដូចជា មុខការងារដែលត្រូវធ្វើ, ការឡើងដំណែងក្នុងការងារ, ពេលវេលា និងប្រាក់ខែ ជាដើម ។ ក៏ប៉ុន្តែក៏សាកសួរតិចៗអំពីប្រាក់បំណាច់ ព្រោះដូចជាលោកអ្នកហាក់ចង់ឈប់សំរាក ឬ ឈប់ឈឺ . មិនទាន់ចាប់ផ្តើមធ្វើការផង ។	5. DON'T walk away from an interview without asking any questions (you may appear not to care about the job or the company) ៥. កុំចេញពីការធ្វើសម្ភាសន៍ដោយ មិនបានសាកសួរ សំនួរខ្លះៗសោះអស់ (ព្រោះ:ហាក់ដូចជាលោកអ្នកហាក់មិន យកចិត្តទុកដាក់ នឹងការងារនោះ:ទេ:)
6. If you take a test, listen carefully to directions; ask if you don't hear or understand something ៦. បើលោកអ្នកត្រូវការធ្វើការប្រឡង ត្រូវធ្វើតាមសេចក្ដីណែនាំដោយយកចិត្តទុកដាក់; បើស្ដាប់មិនឮ ឬស្ដាប់មិនបានច្បាស់ ត្រូវសួរគេភ្លាម ,	6. DON'T guess if you don't hear or understand instructions; you may make a mistake which disqualifies you from finishing the test, or you may show you don't take directions well ៦. កុំស្មានក្ដីតាមតែខ្លួនឯង: បើស្ដាប់មិនឮ ឬ មិនយល់ពីពាក្យបញ្ជារបស់គេទេ , ធ្វើខុស នាំអោយគេដកឈ្មោះលោកអ្នកជាអ្នកគ្មានសមត្ថភាពពេលប្រឡង ឬ គេអាចយល់ថា លោកអ្នកជាមិនចេះធ្វើតាមសេចក្ដីណែនាំ ។
7. If you're not sure about taking a job that's offered you, ask if you can call the employer back ៧. បើលោកអ្នកមិនទាន់សំរេចចិត្ត រឿងការងារដែលត្រូវធ្វើ ឬមស្រេចហើយ តើលោកអ្នកអាចទូរសព្ទសួរនិយោជកវិញបានឬទាន់ទេ.	7. DON'T say "yes" or "No" immediately if you're not sure yet whether you really want the job; you may be sorry latter ៧. កុំនិយាយ "បាទ" ឬ "ទេ" ភ្លាមៗ បើលោកអ្នកមិនទាន់សំរេចចិត្តការងារនោះ:ទេ ព្រោះ:មិនដឹងថាលោកអ្នកហាក់ចង់ធ្វើការនោះ:ឬទេ; វាប្រហែលនាំអោយស្ដាយនៅក្រោយ ,

INTERVIEW DO'S AND DON'TS (Cont.)

C. After The Interview គ. ក្រោយពីការធ្វើសម្ភាសន៍

DO'S	DON'TS
1. Call your counselor (or other helper) after your interview to say how things went and how you feel about the position ១ ត្រូវទូរសព្ទទៅគ្រូទីប្រឹក្សា (ឬអ្នកជួយឧបត្ថម្ភណាមួយផ្សេងទៀត) ក្រោយពេលការធ្វើសម្ភាសន៍រួចដើម្បីប្រាប់ពីដំណើរសម្ភាសន៍និងពីគំនិតលើការងារ។	1. DON'T forget to call your helper as soon as possible after your interview ១ សូមកុំភ្លេចទូរសព្ទទៅគ្រូទីប្រឹក្សា ក្រោយពេលធ្វើសម្ភាសន៍រួចហើយ
2. If you are to make a follow-up call to the employer, be sure to do so ២. បើត្រូវទូរសព្ទតាមបន្ទាប់បន្សំទៅកាន់និយោជក ត្រូវតែធ្វើឲ្យមុតកុំភ្លេច	2. DON'T expect that the employer will always call you; it's usually up to the applicant to take the initiative ២. កុំចាំពេលនិយោជកគេទូរសព្ទមករកលោកអ្នកជានិច្ចនោះទេ៖ ព្រោះអ្នកសុំធ្វើការត្រូវមានគំនិតផ្តួចផ្តើម
3. Help yourself look for a job; for example, want ads, placement offices, bulletin boards, friends. Let your instructors know that you are looking for a job; they may be able to help ៣. ត្រូវតែជួយខ្លួនឯងក្នុងការរកការធ្វើ ដូចជា រកមើលដំណឹងពីការងារក្នុងកាសែត, ទីភ្នាក់ងារស្វែងរកការងារ, តាមក្តារប៉ុនប្រកាសដំណឹង មិត្តភក្តិ, ត្រូវប្រាប់គ្រូបង្រៀនឲ្យដឹងថាលោកអ្នកកំពុងស្វែងរកការធ្វើ ព្រោះគេអាចជួយបាន	3. DON'T rely entirely on others to find you a job; it may look as though you have no initiative yourself ៣. កុំពឹងផ្អែកអ្នកដទៃរកមុខរបរទេ ; ព្រោះធ្វើបែបនេះ ហាក់ដូចជាលោកអ្នកមិនមានគំនិតផ្តួចផ្តើមសោះ៖

UNIT V/LESSON 7
V-7-SHa

VIETNAMESE

INTERVIEW DO'S AND DON'TS
NHỮNG ĐIỀU NÊN LÀM VÀ KHÔNG NÊN LÀM LIÊN QUAN ĐẾN VIỆC PHỎNG VẤN XIN VIỆC

A. Before the Interview
Trước cuộc phỏng vấn

DO'S ĐIỀU NÊN LÀM	DON'TS ĐIỀU KHÔNG NÊN LÀM
1. Discuss your job/career goals thoroughly with your counselor and others you respect Thảo luận kỹ về những mục tiêu công việc/ nghề nghiệp với người cố vấn và những người mà bạn kính trọng	1. DON'T look for just any job and have strong regrets later Không nên tìm bất cứ công việc nào rồi sau đó hối tiếc
2. Have necessary papers ready, e.g., I-94/permanent resident card, Social Security card, driver's license or ID card Chuẩn bị sẵn các giấy tờ cần thiết như thẻ I-94, thẻ thường trú, thẻ an sinh xã hội, bằng lái xe, thẻ căn cước	2. DON'T forget to bring these important papers since you may be asked to prove you are eligible to work Không nên quên mang theo các giấy tờ quan trọng này vì có thể bạn phải chứng minh quyền làm việc
3. Be prepared with other important facts about yourself, like home address, home/message phone number, details about job experience/education/other training including names and addresses, dates, position and duties, supervisor's name, names and addresses of references, etc.. Phải chuẩn bị sẵn những tin tức về bạn như địa chỉ nhà ở, số điện thoại nhà hay số điện thoại để nhắn lại; chi tiết về kinh nghiệm làm việc/học vấn, các loại huấn luyện khác, gồm: tên, địa chỉ, ngày tháng, chức vụ và nhiệm vụ, tên cấp chỉ huy, tên và địa chỉ các nhân vật tham khảo v.v..	3. DON'T waste interview time trying to remember these important facts; be sure you DON'T forget to mention any information which may be relevant to the position Đừng phí thì giờ của cuộc phỏng vấn để nhớ lại những điều quan trọng này; đừng quên nói ra bất cứ tin tức nào thích hợp với công việc

*Adapted from Indochinese Vocational Project, Los Angeles Unified School District, Los Angeles, California

INTERVIEW DO'S AND DON'TS (Cont.)
NHỮNG ĐIỀU NÊN LÀM VÀ KHÔNG NÊN LÀM (t.t)

DO'S ĐIỀU NÊN LÀM	DON'TS ĐIỀU KHÔNG NÊN LÀM
4. Be ready to talk about yourself Sẵn sàng để nói về bạn	4. DON'T say too much or too little; DON'T present your background in an unorganized way Không nên nói nhiều quá hay ít quá; không nên trình bày về bạn một cách vô trật tự
5. Learn all you can about the company, for example, the kind of job you are applying for, the company's products or services, why you want to work there, etc. Cố tìm hiểu về công ty, thí dụ như loại công việc mà bạn xin làm, sản phẩm hoặc dịch vụ của công ty, lý do bạn muốn làm việc ở đó v.v..	5. DON'T go to your interview without knowing something about the company and the job for which you are applying Không nên đi đến cuộc phỏng vấn mà không biết ít nhiều về công ty và về công việc mà bạn muốn xin làm
6. Keep your own interview appointment, not someone else's Phải giữ cái hẹn phỏng vấn của chính bạn chứ không phải của người khac	6. DON'T give your appointment to someone else or go to someone else's interview; DON'T bring other people with you unless arrangements have been made for them to be interviewed too Không nên cho người khác cái hẹn hoặc đi phỏng vấn thay cho người khác; không nên dẫn người khác theo ngoại trừ khi đã có sắp xếp để họ cũng được phỏng vấn
7. Be at least 10 minutes early for your interview; you may have to complete some forms first or prepare for a test Nên đến nơi hẹn sớm hơn ít nhất 10 phút; bạn có thể phải điền một số mẫu hay phải sửa soạn để thi trắc nghiệm	7. DON'T be late for your interview; also, DON't get there too early either Không nên đi trễ, cũng không nên đi sớm quá

INTERVIEW DO'S AND DON'TS (Cont.) NHỮNG ĐIỀU NÊN LÀM VÀ KHÔNG NÊN LÀM (t.t)

DO'S NHỮNG ĐIỀU NÊN LÀM	DON'TS NHỮNG ĐIỀU KHÔNG NÊN LÀM
8. If you cannot avoid being late for or cannot keep your scheduled interview, you MUST call the interviewer before the interview time Nếu không thể tránh được việc đi trễ giờ hay không thể giữ hẹn, phải gọi điện thoại trước cho người phỏng vấn	8. DON'T cancel your job interview without calling first Không nên hủy bỏ cuộc phỏng vấn mà không thông báo trước
9. Have a good night's sleep the night before your interview so you are alert Phải ngủ đầy đủ trong đêm trước cuộc phỏng vấn để được sáng suốt và tỏ ra tinh tưỡng	9. DON'T go to your interview looking or feeling tired or inattentive Không nên đến cuộc phỏng vấn với bề ngoài hay cảm giác mệt mỏi hoặc lờ lã

B. At The Interview
Trong cuộc phỏng vấn

1. Dress appropriately and use good manners when you go for your interview; for example, clean, brushed hair; clean face; clean, pressed clothes; good eye contact, firm handshake, attentiveness, etc; use a deodorant and/or mouthwash first Nên ăn mặc đứng đắn và có cử chỉ đàng hoàng, thí dụ phải chải tóc, quần áo sạch sẽ, thẳng nếp, mắt nhìn thiện cảm, bắt tay chặc... có thể nên dùng thuốc khử mùi hay thuốc súc miệng trước	1. DON'T look sloppy or dress inappropriately; DON'T smoke or chew gum; DON'T sit down before being offered a seat; DON'T slouch, fidget around, etc. Không nên có bề ngoài bế rạc hay ăn mặc bế bối; không nên hút thuốc hay nhai keo cao su; không nên ngồi khi chưa được mời; không nên đưng, ngồi, di chuyển một cách nhọc mệt hay nóng nảy

INTERVIEW DO'S AND DON'TS (Cont.)

NHỮNG ĐIỀU NÊN LÀM VÀ KHÔNG NÊN LÀM (t.t)

DO'S	DON'TS
2. Represent yourself fully and honestly; remember all of your past experience and skills--including education/experience in your home country as well as here, volunteer work, etc.--which apply to the position Trình bày về bạn đầy đủ và thành thực; nhớ lại tất cả những kinh nghiệm và kỹ năng mà bạn có, gồm học vấn/kinh nghiệm làm việc ở nước bạn và ở đây, công việc tình nguyện...có thể dùng cho việc bạn xin làm	2. DON'T overrepresent or under-represent yourself (you may not get a job you deserve or get a job you don't deserve) Không nên trình bày về bạn một cách quá mức hay dưới mức (bạn có thể không được một công việc hợp với bạn hoặc được một việc không xứng hợp)
3. Listen carefully to each question that is asked; if you don't understand the question, say "Please repeat the question" or"Please speak more slowly" Nghe cẩn thận từng câu hỏi, nếu không hiểu,nên yêu cầu lặp lại hay yêu cầu nói chậm hơn	3. DON'T try to guess what the interviewer means if you don't understand a question (you may disqualify yourself by giving the wrong answer) Không nên cố đoán ra điều người phỏng vấn muốn hỏi (bạn có thể tự làm mình bị loại bởi sự trả lời sai câu hỏi)
4. Answer each question directly and to the point, including additional information only when relevant Trả lời các câu hỏi một cách trực tiếp và không lạc đề, gồm cả những tin tức phụ, nếu những tin tức này có liên quan đến công việc hiện tại	4. DON'T ramble on to other subjects or say too much when answering; on the other hand, DON'T just say "Yes" or "No" when you can be more effective by saying more Không nên nói lung tung sang những vấn đề khác hay nói nhiều quá khi trả lời; mặt khác, không nên chỉ trả lời "CÓ" hay "KHÔNG" trong khi bạn có thể nói đầy đủ hơn

INTERVIEW DO'S AND DON'TS (Cont.)
NHỮNG ĐIỀU NÊN LÀM VÀ KHÔNG NÊN LÀM

DO'S NHỮNG ĐIỀU NÊN LÀM	DON'TS NHỮNG ĐIỀU KHÔNG NÊN LÀM
5. Be sure to ask a few questions if you have a chance, such as job duties, promotional opportunities, hours, salary, etc.; however, keep questions about benefits at a minimum (you may appear too eager to take a vacation or sick leave) Nếu có dịp, nên hỏi vài câu hỏi về những công việc phải làm, cơ hội thăng tiến, giờ làm việc, lương bổng v.v .. tuy nhiên nên giới hạn các câu hỏi về quyền lợi ở mức tối thiểu (bạn có thể tỏ vẻ quá nóng lòng muốn nghỉ phép hay nghỉ bệnh)	5. DON'T walk away from an interview without asking any questions (you may appear not to care about the job or the company) Không nên rời khỏi cuộc phỏng vấn mà không hỏi câu nào (bạn có thể tỏ ra không quan tâm đến công việc hoặc công ty)
6. If you take a test, listen carefully to directions; ask if you don't hear or understand something Nếu bạn dự thi trắc nghiệm, nên nghe cẩn thận những chỉ dẫn; nếu nghe không rõ hay không hiểu điều nào, nên hỏi lại	6. DON'T guess if you don't hear or understand instructions; you may make a mistake which disqualifies you from finishing the test, or you may show you don't take directions well Không nên đoán nếu không nghe hoặc không hiểu những chỉ dẫn; bạn có thể phạm lỗi và bị loại khỏi cuộc thi hoặc ban có thể tỏ ra đã không nghe chỉ dẫn một cách đàng hoàng
7. If you're not sure about taking a job that's offered you, ask if you can call the employer back Nếu không chắc về việc có nhận làm việc hay không, hãy hỏi xem bạn có thể gọi lại cho chủ nhân được không.	7. DON'T say "yes" or "No" immediately if you're not sure yet whether you really want the job; you may be sorry latter Không nên nói "CÓ" hay "KHÔNG" ngay nếu bạn không biết mình có thật sự thích công việc đó hay không; vì sau đó bạn có thể hối tiếc

INTERVIEW DO'S AND DON'TS (Cont.)
NHỮNG ĐIỀU NÊN LÀM VÀ KHÔNG NÊN LÀM (T.t)

C. After The Interview
Sau cuộc phỏng vấn

DO'S	DON'TS
NHỮNG ĐIỀU NÊN LÀM	NHỮNG ĐIỀU KHÔNG NÊN LÀM
1. Call your counselor (or other helper) after your interview to say how things went and how you feel about the position Gọi cho người cố vấn (hay người đã giúp bạn) sau cuộc phỏng vấn để cho biết mọi việc và cảm nghĩ của bạn về công việc	1. DON'T forget to call your helper as soon as possible after your interview Không nên quên gọi cho người đã giúp bạn sau cuộc phỏng vấn, nên gọi càng sớm càng tốt
2. If you are to make a follow-up call to the employer, be sure to do so Nếu có thể gọi lại cho chủ nhân, nên nhớ làm điều này	2. DON'T expect that the employer will always call you; it's usually up to the applicant to take the initiative Không nên mong đợi chủ nhân gọi lại cho bạn; thông thường, người xin việc phải gọi trước
3. Help yourself look for a job; for example, want ads, placement offices, bulletin boards, friends. Let your instructors know that you are looking for a job; they may be able to help Tự bạn phải tìm việc cho bạn; thí dụ, xem quảng cáo cần tuyển người, đến văn phòng tìm việc, xem các bản tin niêm yết, hỏi thăm bạn bè. Cho các giáo sư của bạn biết là bạn đang tìm việc, các vị này có thể giúp bạn	3. DON'T rely entirely on others to find you a job; it may look as though you have no initiative yourself Không nên chỉ trông cậy vào người khác để tìm việc; điều này có thể làm bạn tỏ ra thiếu sáng kiến.

INTERVIEW DO'S AND DON'TS
ສິ່ງທີ່ຄວນເຮັດ ແລະ ສິ່ງທີ່ບໍ່ຄວນເຮັດ ໃນການສົມພາດ

A. Before the Interview
ກ່ອນສົມພາດ

DO'S ເຮັດ	DON'TS ບໍ່ເຮັດ
1. Discuss your job/career goals thoroughly with your counselor and others you respect ສົນທະນາ ໜ້າວຽກການງານຂອງເຈົ້າ ຈຸດປະສົງ ອາຊີບ ຂອງເຈົ້າໃຫ້ລະອຽດ ກັບ ຜູ້ຮັບຮົມ ຫຼື ຜູ້ທີ່ເຈົ້ານັບຖື	1. DON'T look for just any job and have strong regrets later ຢ່າ ຊອກຫາວຽກວັນທີ່ບໍ່ມີຄວາມໝາຍ ແລະ ແລ້ວຈະເສັຽໃຈຕາມຫຼັງ
2. Have necessary papers ready, e.g., I-94/permanent resident card, Social Security card, driver's license or ID card ໃຫ້ກຽມໜັງສືຈຳເປັນໃຫ້ຮຽບຮ້ອຍມີກໍ່ I. 94/ ບັດປະຈຳຕົວຢູ່ຖາວອນ, ບັດສັງຄົມ ໃບຂະນຸຍາດຂັບຣົຖ ຫຼື ບັດປະຈຳຕົວ	2. DON'T forget to bring these important papers since you may be asked to prove you are eligible to work ຢ່າລືມເອົາເອກະສານເຫຼົ່ານີ້ໄປ ເພາະທ່ານອາດຈະຖືກຖາມ ເພື່ອຈະໄດ້ເຮັດວຽກ.
3. Be prepared with other important facts about yourself, like home address, home/message phone number, details about job experience/education/other training including names and addresses, dates, position and duties, supervisor's name, names and addresses of references, etc. ໃຫ້ກຽມພ້ອມກ່ຽວກັບຂໍ້ທີ່ສຳຄັນ ແກ່ທ່ານກໍ່, ບ່ອນຢູ່, ບ່ອນວິ່ສາຍ ລະແລະອຽດ ກ່ຽວກັບຄວາມປະສົບງານ/ ການສຶກສາແລະການຮຽນອື່ນໆ ຮ່ວມກັບຊື່ ແລະ ບ່ອນຢູ່, ວັນທີ, ໜ້າທີ່ ແລະ ໜ້າທີ່ການ, ຊື່ຜູ້ຈັດການ, ຊື່ແລະ ບ່ອນຢູ່ຂອງຜູ້ອ້າງເຖິງ.	3. DON'T waste interview time trying to remember these important facts; be sure you DON'T forget to mention any information which may be relevant to the position ຢ່າໃຫ້ເສັຽເວລາໂດຍພະຍາຍາມໄປຈື່ເລື່ອງທີ່ສຳຄັນ; ຈົ່ງຢ່າລືມເວົ້າເລື່ອງທີ່ສຳຄັນທີ່ກ່ຽວຂ້ອງກັບໜ້າທີ່ນີ້.

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*Adapted from Indochinese Vocational Project, Los Angeles Unified School District, Los Angeles, California.

INTERVIEW DO'S AND DON'TS (Cont.) ສິ່ງທີ່ຄວນເຮັດ ແລະສິ່ງທີ່ບໍ່ຄວນເຮັດໃນການສໍາພາດ (ຕໍ່)

DO'S ເຮັດ	DON'TS ບໍ່ເຮັດ
8. If you cannot avoid being late for or cannot keep your scheduled interview, you MUST call the interviewer before the interview time ຖ້າວ່າທ່ານ ຕິດຄັດ ຫຼືວ່າ ທ່ານຈະ ຕາມ ເວລາ ທີ່ຈັດຕັ້ງ ເພື່ອສໍາພາດ ນີ້ ບໍ່ໄດ້ ທ່ານ ຕ້ອງໂທລະສັບ ໄປໃຫ້ ຜູ້ຈະສໍາພາດ ກ່ອນ ເວລາ ສໍາພາດ	8. DON'T cancel your job interview without calling first ຢ່າຍົກເລີກ ການສໍາພາດ ຂອງວຽກການ ຂອງທ່ານ ໂທດ ບໍ່ໄດ້ ໂທໄປ.
9. Have a good night's sleep the night before your interview so you are alert ຕ້ອງນອນໃຫ້ພໍໆ ກ່ອນຈະໄປສໍາພາດ ເພື່ອທ່ານ ເບິ່ງໃນໜ້າແລ້ວ ກໍ ຕື່ນຕາ.	9. DON'T go to your interview looking or feeling tired or inattentive ຢ່າໄປສໍາພາດ ເມື່ອເບິ່ງໃນໜ້າແລ້ວ ຄືໄງ ເມື່ອຍໆ ຫຼືວ່າ ບໍ່ຕັ້ງໃຈ.

B. At The Interview

ບ່ທີ່ສໍາພາດ

1. Dress appropriately and use good manners when you go for your interview; for example, clean, brushed hair; clean face; clean, pressed clothes; good eye contact, firm handshake, attentiveness, etc; use a deodorant and/or mouthwash first ນຸ່ງເຄື່ອງໃຫ້ເໝາະສົມ ແລະໃຊ້ກິລິຍາດີ ເມື່ອເວລາເຈົ້າໄປສໍາພາດ; ຕົວຢ່າງ: ສະອາດ, ຫວີຜົມ, ລ້າງໜ້າ, ໃຫ້ສະອາດ ເຄື່ອງຕ້ອງລີດ; ຕ້ອງໃຊ້ຕາ ເບິ່ງເວລາເວົ້າກັນ, ຈັບມືໃຫ້ແໜ້ນ, ເອົາໃຈໃສ່, ແລະຕ່າງໆໄປ; ທ່ານອາດຈະຢາກໃຊ້ເຄື່ອງດັບກິ່ນຕົວ ຫຼືວ່າ ນໍ້າຢາປາກ ກ່ອນ.	1. DON'T look sloppy or dress inappropriately; DON'T smoke or chew gum; DON'T sit down before being offered a seat; DON'T slouch, fidget around, etc. ຢ່າ ນຸ່ງເຄື່ອງ ແບບ ບໍ່ເປັນລະບຽບ; ຢ່າ ສູບຢາ ຫຼື ຫຍໍ້, ຢ່າ ນັ່ງກ່ອນ ເຊີນນັ່ງ; ຢ່າເຮັດໂງ ຂີ້ຄ້ານ, ຕີນເຕັ້ນ ແລະຕ່າງໆໄປ.

INTERVIEW DO'S AND DON'TS (Cont.)

ສິ່ງທີ່ຄວນເຮັດແລະສິ່ງທີ່ບໍ່ຄວນເຮັດໃນການສໍາພາດ (ຕໍ່)

DO'S ເຮັດ	DON'TS ບໍ່ເຮັດ
4. Be ready to talk about yourself ຈົ່ງກຽມພ້ອມທີ່ຈະເວົ້າກັບທ່ານ	4. DON'T say too much or too little; DON'T present your background in an unorganized way ບໍ່ເວົ້າຫຼາຍໂພດ ຫຼືໜ້ອຍໂພດ. ບໍ່ເວົ້າພື້ນຖານຂອງທ່ານແບບບໍ່ເປັນລະບຽບ.
5. Learn all you can about the company, for example, the kind of job you are applying for, the company's products or services, why you want to work there, etc. ພະຍາຍາມຮຽນໃຫ້ຫຼາຍທີ່ສຸດກ່ຽວກັບບໍລິສັດ, ຕົວຢ່າງ, ວຽກການທີ່ທ່ານສະໝັກ, ການຄ້າຂອງບໍລິສັດ, ດ້ວຍເຫດໃດທ່ານຈຶ່ງຢາກໄປເຮັດຢູ່ຫັ້ນ ແລະ ຕໍ່ໆໄປ	5. DON'T go to your interview without knowing something about the company and the job for which you are applying ບໍ່ໄປສໍາພາດໂດຍທີ່ທ່ານບໍ່ຮູ້ເລື່ອງຫຍັງກ່ຽວກັບບໍລິສັດ ແລະການງານທີ່ທ່ານກໍາລັງສະໝັກເອົາ
6. Keep your own interview appointment, not someone else's ຈົ່ງໃຊ້ເວລານັດສໍາພາດຂອງທ່ານ ບໍ່ແມ່ນຂອງຜູ້ອື່ນ	6. DON'T give your appointment to someone else or go to someone else's interview; DON'T bring other people with you unless arrangements have been made for them to be interviewed too ບໍ່ເອົາເວລາທີ່ນັດຂອງທ່ານໃຫ້ຄົນອື່ນ ຫຼືວ່າໄປເວລານັດຂອງຜູ້ອື່ນ; ບໍ່ເອົາຄົນອື່ນໄປນໍາ ນອກຈາກໄດ້ຈັດແຈ່ງໄວ້ກ່ອນທີ່ຈະໃຫ້ເຂົາເຈົ້າໄປສໍາພາດນໍາ.
7. Be at least 10 minutes early for your interview; you may have to complete some forms first or prepare for a test ຈົ່ງໄປກ່ອນຢ່າງໜ້ອຍ 10 ນາທີເພື່ອສໍາພາດ; ທ່ານອາດຈະຕ້ອງໄດ້ຕື່ມໜັງສືວັກຢ່າງກ່ອນ ຫຼືວ່າຈະໄດ້ເສັງ	7. DON'T be late for your interview; also, DON't get there too early either ບໍ່ໄປຊ້າເວລາໄປສໍາພາດ; ຍັງ, ບໍ່ໄປເຊົ້າຫຼາຍ.

INTERVIEW DO'S AND DON'TS (Cont.)
ສິ່ງທີ່ຄວນເຮັດ ແລະ ສິ່ງທີ່ບໍ່ຄວນ ໃນການສໍາພາດ (ຕໍ່.)

DO'S ເຮັດ	DON'TS ບໍ່ເຮັດ
2. Represent yourself fully and honestly; remember all of your past experience and skills--including education/experience in your home country as well as here, volunteer work, etc.--which apply to the position ຈົ່ງສະແດງອອກມາໃຫ້ເຕັມຕົວ ແລະ ສັດຊື່. ຕໍ່ທ່ານເອງ ; ຈື່ກໍ່ຊໍານິຊໍານານ ແລະ ຄວາມສາມາດໃນຕົວຂອງທ່ານ . . . ຮ່ວມດ້ວຍການສຶກສາ / ຄວາມຊໍານິຊໍານານ ທີ່ຢູ່ໃນບ້ານເມືອງຂອງເຈົ້າ ແລະ ຢູ່ນີ້, ວຽກການທີ່ສະໝັກ ແລະ ຕ່າງໆໄປ . . . ທີ່ກ່ຽວຂ້ອງກັບໜ້າທີ່ກ່ຽວກັບສະໝັກນີ້.	2. DON'T overrepresent or under-represent yourself (you may not get a job you deserve or get a job you don't deserve) ຢ່າສະແດງເກີນກໍານົດ ຫຼືວ່າສະແດງນ້ອຍກວ່າຕົວຂອງທ່ານເອງ (ທ່ານອາດຈະບໍ່ໄດ້ການ ເໝາະສົມກັບທ່ານ ຫຼືວ່າທ່ານອາດໄດ້ການທີ່ທ່ານຈະບໍ່ເໝາະສົມ
3. Listen carefully to each question that is asked; if you don't understand the question, say "Please repeat the question" or"Please speak more slowly" ຈົ່ງຟັງຄໍາຖາມແຕ່ລະຂໍ້ທີ່ຖາມດ້ວຍຄວາມລະມັດລະວັງ; ຖ້າວ່າທ່ານບໍ່ເຂົ້າໃຈຄໍາຖາມ; ໃຫ້ຖາມ "ກະລຸນາເວົ້າຊໍ້າຄໍາຖາມ" ຫຼືວ່າ "ກະລຸນາເວົ້າຊ້າໆແດ່!"	3. DON'T try to guess what the interviewer means if you don't understand a question (you may disqualify yourself by giving the wrong answer) ຢ່າພະຍາຍາມເດົາຄວາມໝາຍຂອງຜູ້ສໍາພາດນັ້ນແມ່ນຫຍັງ ຖ້າວ່າທ່ານບໍ່ເຂົ້າໃຈຄໍາຖາມ (ທ່ານອາດຖອນຕົວທ່ານໂດຍທ່ານຕອບຜິດ.
4. Answer each question directly and to the point, including additional information only when relevant ຈົ່ງຕອບແຕ່ລະຄໍາຖາມໃຫ້ຕຣົງກັບຈຸດໝາຍ, ຮວມດ້ວຍຂ່າວຄາວຕື່ມ ຖ້າວ່າກ່ຽວຂ້ອງກັນ	4. DON'T ramble on to other subjects or say too much when answering; on the other hand, DON'T just say "Yes" or "No" when you can be more effective by saying more ຢ່າຕອບໄປຫາເລື້ອງອື່ນ ຫຼືວ່າເວົ້າຫຼາຍເກີນໄປ ຕອນທ່ານຕອບນັ້ນ; ອີກຢ່າງໜຶ່ງ, ຢ່າຊູເວົ້າແຕ່ "ແມ່ນ" ຫຼືວ່າ "ບໍ່ແມ່ນ" ເມື່ອເວລາທ່ານຈະເວົ້າໄດ້ຜົນດີ ໂດຍເວົ້າຫຼາຍໜ້ອຍໜຶ່ງ.

INTERVIEW DO'S AND DON'TS (Cont.)
ສິ່ງທີ່ຄວນເຮັດ ແລະ ສິ່ງທີ່ບໍ່ຄວນເຮັດ ໃນການສໍາພາດ (ຕໍ່.)

DO'S ເຮັດ	DON'TS ບໍ່ເຮັດ
5. Be sure to ask a few questions if you have a chance, such as job duties, promotional opportunities, hours, salary, etc.; however, keep questions about benefits at a minimum (you may appear too eager to take a vacation or sick leave) ຈົ່ງຖາມຄໍາຖາມຈັກຂໍ້ ຖ້າວ່າທ່ານ ມີໂອກາດ, ຄືໜ້າທີ່ເຮັດວຽກການ, ໂອກາດທີ່ເລື່ອນຊັ້ນ, ຊົ່ວໂມງ, ເງິນ ເດືອນ, ຕ່າງໆໄປ; ເຖິງວ່າຢ່າງໃດ, ຈົ່ງຖາມຄໍາຖາມກ່ຽວກັບຄ່າໂລວດ ບໍລິສັດ ໜ້ອຍທີ່ສຸດ (ທ່ານອາດຈະເບິ່ງໃນ ມາກໍ່ປາກພັກປະຈໍາປີ ຫຼືວ່າ ພັກເວັນປ່ວຍ	5. DON'T walk away from an interview without asking any questions (you may appear not to care about the job or the company) ຢ່າຍ່າງອອກຈາກການສໍາພາດໂດຍ ບໍ່ຊັກຖາມຄໍາຖາມ (ທ່ານເບິ່ງໃນມາ ວ່າທ່ານກໍ່ຈະບໍ່ສົນໃຈກ່ຽວກັບວຽກການ ຫຼືກັບບໍລິສັດ)
6. If you take a test, listen carefully to directions; ask if you don't hear or understand something ຖ້າວ່າທ່ານສອບເສັງ, ຈົ່ງຟັງຄໍາ ຊີ້ແຈ່ງ ຢ່າງລະມັດລະວັງ; ຈົ່ງຖາມ ຖ້າວ່າທ່ານບໍ່ໄດ້ຍິນ ຫຼືວ່າບໍ່ເຂົ້າ ໃຈບາງສິ່ງບາງຢ່າງ.	6. DON'T guess if you don't hear or understand instructions; you may make a mistake which disqualifies you from finishing the test, or you may show you don't take directions well ຢ່າເດົາ ຖ້າວ່າທ່ານບໍ່ໄດ້ຍິນ ຫຼືວ່າບໍ່ເຂົ້າ ໃຈການຊີ້ແຈ່ງ; ທ່ານອາດເຮັດຜິດໂດຍ ທີ່ຈະຖອນຕົວທ່ານອອກຈາກການສອບ ເສັງ. ຫຼືວ່າທ່ານອາດສະແດງວ່າທ່ານບໍ່ ເຂົ້າໃຈການຊີ້ແຈ່ງດີ.
7. If you're not sure about taking a job that's offered you, ask if you can call the employer back ຖ້າວ່າທ່ານບໍ່ຄັກແນ່ ກ່ຽວກັບວຽກ ທີ່ຍົກໃຫ້ທ່ານນີ້, ຈົ່ງຖາມຖ້າວ່າທ່ານ ຈະໂທມາຫານາຍຈ້າງຕານທີຫຼັງ	7. DON'T say "yes" or "No" immediately if you're not sure yet whether you really want the job; you may be sorry latter ຢ່າເວົ້າວ່າ " ໄດ້ " ຫຼືວ່າ " ບໍ່ໄດ້ " ໂດຍທັນທີ ຖ້າວ່າທ່ານບໍ່ແນ່ໃຈເທື່ອ ວ່າຖ້າຢາກໄດ້ການນີ້ແທ້; ທ່ານ ອາດຈະເສັຽດາຍພາຍຫຼັງ.

UNIT V/LESSON 7
V-7-SHa
LAOTIAN

INTERVIEW DO'S AND DON'TS (Cont.)
ສິ່ງທີ່ຄວນເຮັດ ແລະ ບໍ່ຄວນເຮັດໃນການສຳພາດ (ຕໍ່)

C. After The Interview
ຫຼັງຈາກສຳພາດແລ້ວ

DO'S ເຮັດ	DON'TS ບໍ່ເຮັດ
1. Call your counselor (or other helper) after your interview to say how things went and how you feel about the position ຈົ່ງໂທໄປຫາຜູ້ຮັບຮອງ (ຫຼືວ່າ ຄົນອື່ນທີ່ ຊ່ວຍເຫຼືອ) ຫຼັງຈາກການສຳພາດ ຂອງທ່ານ ມັນເປັນໄປຢ່າງໃດ ແລະທ່ານ ຮູ້ສຶກວ່າແມ່ນຫຍັງກ່ຽວກັບໜ້າທີ່ນັ້ນ.	1. DON'T forget to call your helper as soon as possible after your interview ຈົ່ງຢ່າລືມໂທໄປໃຫ້ຜູ້ຊ່ວຍເຫຼືອ ຂອງທ່ານ ນັ້ນໄວເທົ່າທີ່ໄວໄດ້ ຫຼັງ ຈາກການສຳພາດຂອງທ່ານ
2. If you are to make a follow-up call to the employer, be sure to do so ຖ້າວ່າທ່ານຈະຕ້ອງໂທລະສັບຕິດຕາມ ໄປຫານາຍຈ້າງ. ຈົ່ງເຮັດໂລດ	2. DON'T expect that the employer will always call you; it's usually up to the applicant to take the initiative ຢ່າຫວັງວ່ານາຍຈ້າງຈະໂທໄປຫາທ່ານ ສເໝີ; ມັນເປັນການທັມມະດາ ທີ່ຜູ້ສມັກຕ້ອງເຮັດກ່ອນ.
3. Help yourself look for a job; for example, want ads, placement offices, bulletin boards, friends. Let your instructors know that you are looking for a job; they may be able to help ຊອກຫາວຽກການຊ່ວຍຕົວເອງ; ຕົວຢ່າງ: ໂຄສະນາ ຄວາມຕ້ອງການ ໃນການຊອກວຽກງານ, ປະກາສ. ໝູ່ເພື່ອນ. ຈົ່ງໃຫ້ຜູ້ສອນຮູ້ວ່າ, ທ່ານກຳລັງ ຊອກຫາວຽກການ; ເຂົາເຈົ້າອາດສາມາດ ຊ່ອຍຊອກໃຫ້	3. DON'T rely entirely on others to find you a job; it may look as though you have no initiative yourself ຢ່າເພິ່ງຄົນອື່ນໝົດທີ່ຈະຫາງານ ໃຫ້ທ່ານ; ມັນເບິ່ງໃນພາວ່າທ່ານ ບໍ່ມີຄວາມຕັ້ງໃຈແກ່ທ່ານເອງ.

SUCCEEDING IN A JOB INTERVIEW, Part II — UNIT V/LESSON 8

OBJECTIVES:

1. Students will roleplay a job interview.
2. Students will complete a simulated job interview on videotape and evaluate each other's performance.

INSTRUCTOR PREPARATION:

1. Make arrangements to use videotape equipment and blank videotape.
2. Duplicate sufficient copies of Interview Checklist (V-8-SHa), 2 for each student.
3. Be prepared to interview students.

PROCEDURE:

Roleplaying in pairs, videotaping of volunteers, and group evaluation and discussion.

MATERIALS:

1. Videotape equipment and tape
2. Interview Checklist (V-8-SHa)

GUIDELINES:

In Class Activities

1. Distribute handout, Interview Checklist (V-8-SHa), and discuss sections. Ask students to complete one on the roleplaying of one of the students in the class and one on themselves.
2. Ask for volunteer and conduct first interview on tape. Replay the tape and critique interview as a class.

Notes:

Try to have a colleage help you so that you or he/she can operate the camera.

GUIDELINES (Cont.):

3. Continue interviews. Have students critique their own performances.

Outside Activity

Arrange for students to complete the tapings. Select the best interview to use as an example.

NOTES:

If necessary, have a student take the part of the interviewer.

REFERENCES AND SUPPLEMENTARY MATERIALS:

UNIT V/LESSON 8
V-8-SHa
CAMBODIAN

INTERVIEW CHECKLIST
បញ្ជីរត្រួតមើលការសម្ភាសន៍

DIRECTIONS: For each item, check 1 (excellent), 2 (very good), 3 (fair, needs work), or 4 (unsatisfactory).

សេចក្តីណែនាំ: ក្នុងចំណុចនីមួយៗ គូសគ្រីសលេខ ១ (ល្អប្រសើរ/ប្រពៃ), លេខ ២ (ល្អណាស់), លេខ ៣ (ល្អគួរសម), ឬលេខ ៤ (ល្អ មិនទាន់គាប់ចិត្តគួរជាទីពេញចិត្ត)

	1	2	3	4
	១	២	៣	៤
1. Wore appropriate clothing; was well groomed. ១. ស្លៀកពាក់សមល្មមគប្បីពាក់សមរម្យ ; សិតសក់ស្អាតបាត				
2. Spoke loudly enough. ២. និយាយខ្លាំងល្មម				
3. Looked interviewer in the eye. ៣. មើលទៅនេត្រអ្នកសម្ភាសន៍ចំមុខ				
4. Appeared confident and at ease. ៤. បញ្ចេញការប្រាកដចិត្ត និងមិនតក់ក្រហល់				
5. Knew something about job and company. ៥. ដឹងខ្លះអំពីរឿងការងារ និងរឿងក្រុមហ៊ុន				
6. Was able to talk about himself/herself and discuss strengths, skills. ៦. អាចនិយាយអំពីរឿងខ្លួនឯង				

UNIT V/LESSON 8
V-8-SHa

CAMBODIAN

INTERVIEW CHECKLIST (Cont.)

	1 ១	2 ២	3 ៣	4 ៤
7. Had good posture. ៧. មានឫកពាល្អ				
8. Answered difficult questions. ៨. ឆ្លើយសំនួរពិបាកៗបាន				
9. Asked interviewer questions. ៩. សួរសំនួរអ្នកធ្វើសម្ភាសន៍វិញខ្លះ				
10. Appeared enthusiastic. ១០. បញ្ចេញសេចក្ដីឧស្សាហ៍សាទរ				

COMMENTS:

UNIT V/LESSON 8
V-8-SHa
VIETNAMESE

INTERVIEW CHECKLIST
KIỂM LẠI CÁC ĐIỀU LIÊN QUAN ĐẾN PHỎNG VẤN

DIRECTIONS: For each item, check 1 (excellent), 2 (very good), 3 (fair, needs work), or 4 (unsatisfactory).

CHỈ DẪN: Đối với mỗi mục, đánh dấu vào số 1 (tuyệt hảo), số 2 (rất giỏi), số 3 (khá, cần cố gắng thêm) hay số 4 (kém).

	1	2	3	4
1. Wore appropriate clothing; was well groomed. Ăn mặc xứng hợp; đầu tóc gọn ghẽ.				
2. Spoke loudly enough. Nói đủ nghe				
3. Looked interviewer in the eye. Nhìn vào mặt người phỏng vấn				
4. Appeared confident and at ease. Tỏ ra tự tin và thoải mái				
5. Knew something about job and company. Biết ít nhiều về công việc và công ty				
6. Was able to talk about himself/herself and discuss strengths and skills. Đủ sức trình bày về mình				

INTERVIEW CHECKLIST (Cont.)
KIỂM LẠI CÁC ĐIỀU LIÊN QUAN ĐẾN PHỎNG VẤN (t.t)

	1	2	3	4
7. Had good posture. Có thái độ đứng đắn				
8. Answered difficult questions. Trả lời những câu hỏi khó				
9. Asked interviewer questions. Đặt câu hỏi với người phỏng vấn				
10. Appeared enthusiastic. Tỏ ra có nhiệt tình				

COMMENTS:
NHẬN XÉT :

UNIT V/LESSON 8
V-8-SHa
LAOTIAN

INTERVIEW CHECKLIST
ການຕຽມສຳພາດ

DIRECTIONS: For each item, check 1 (excellent), 2 (very good), 3 (fair, needs work), or 4 (unsatisfactory).

ການຊີ້ແຈງ: ແຕ່ລະຂໍ້, ໝາຍ ໜຶ່ງ (ດີເລີດ) ສອງ (ດີຫຼາຍ) ສາມ (ພໍປານກາງ ຕ້ອງການຕື່ມອີກ) ຫຼືວ່າ ສີ່ (ບໍ່ເໝາະສົມ)

	1	2	3	4
1. Wore appropriate clothing; was well groomed. ນຸ່ງເຄື່ອງທີ່ເໝາະສົມ; ຫົວຜົມ ຮຽບຮ້ອຍ				
2. Spoke loudly enough. ເວົ້າສຽງດັງພໍດີ				
3. Looked interviewer in the eye. ຈ້ອງເບິ່ງຕາ ຜູ້ສຳພາດ				
4. Appeared confident and at ease. ເບິ່ງຂື້ນມາວ່າ ເຊື່ອໝັ້ນໃນຕົວ ແລະ ບໍ່ຕົກໃຈ (ບໍ່ຕື່ນເຕັ້ນ)				
5. Knew something about job and company. ຮູ້ຈັກບາງສິ່ງບາງຢ່າງກ່ຽວກັບ ວຽກການ ແລະ ບໍລິສັດ				
6. Was able to talk about himself/herself and discuss strengths, skills ສາມາດທີ່ເວົ້າກ່ຽວກັບລາວ (ຜູ້ຊາຍ) ເອງ. ລາວ (ຜູ້ຍິງ) ເອງ				

INTERVIEW CHECKLIST (Cont.)
ການ ຕຽມ ສັມ ພາດ (ຕໍ່.)

	1	2	3	4
7. Had good posture. ມີ ທ່າ ທາງ ດີ.				
8. Answered difficult questions. ຕອບ ຄໍາ ຖາມ ທີ ຍາກ.				
9. Asked interviewer questions. ຕັ້ງ ຖາມ ຄໍາ ຖາມ ກັບ ຜູ້ ສັມ ພາດ				
10. Appeared enthusiastic. ເບິ່ງ ຄືນ ມາ ໜ້າ ຕາ ຕຶດ ຕື່ນ				

COMMENTS:
ຄໍາ ເຫັນ

WRITING JOB SEARCH LETTERS

UNIT V/LESSON 9

OBJECTIVES:

1. Students will state reasons for writing letters of application and interview followup letters.
2. Students will write a letter of application.
3. Students will write an interview followup letter.

INSTRUCTOR PREPARATION:

Prepare overhead transparencies: Sample Letter of Application (V-9-IHa), Sample Followup Letter (V-9-IHb), and Sample Business Envelope (V-9-IHc).

PROCEDURE:

Large-group discussion followed by individual writing.

MATERIALS:

1. Transparency 1: Sample Letter of Application (V-9-IHa)
2. Transparency 2: Sample Followup Letter (V-9-IHb)
3. Transparency 3: Sample Business Envelope (V-9-IHc)

GUIDELINES:

In-Class Activities

1. Introduce the purposes of a letter of application and a followup letter.

NOTES:

Stress the importance of catching the attention of the reader (employer) and of making oneself stand out from other applicants.

2. Project the letters and envelope onto the screen, and discuss each section with

GUIDELINES (Cont.):

NOTES:

the students. Suggested questions:

a. Why not just send a resume by itself to an employer?

b. What does the second paragraph of the letter of application emphasize?

c. How could this letter be improved?

d. Would you send such a letter in your home country? Why or why not?

e. Why send a followup letter?

f. How could the followup letter be improved?

g. What is on the business envelope?

3. Ask students to write a letter of application that they could send with their resumes plus an interview followup letter.

Provide individual help as necessary.

Outside Activity

Ask students to finish their letters if they did not do so in class. If appropriate, have students mail them.

REFERENCES AND SUPPLEMENTARY MATERIALS:

SAMPLE LETTER OF APPLICATION

1280 Blossom Tree Lane
San Jose, California 95116
April 1, 1982

Mr. Daniel O'Connor
Personnel Director
San Jose Unified School District
722 North First Street
San Jose, California 95118

Dear Mr. O'Connor:

Mr. Tim O'Donnell, the employment counselor at Mission College, felt that my qualifications for a position in the field of education would be of interest to you. I would like to apply for a position as a classroom aide.

During the fall semester of 1980, I worked as an electronics tutor at San Jose City College. I assisted students who had learning difficulties in the area of electronics. I work well with students on a one-to-one basis as well as in small groups.

I would welcome the opportunity for an interview to discuss my qualifications with you personally.

Very truly yours,

Tin Q. Ngo

Enclosure: Resume

SAMPLE FOLLOW-UP LETTER

1280 Blossom Tree Lane
San Jose, California 95116
April 15, 1982

Mr. Daniel O'Connor
Personnel Director
San Jose Unified School District
722 North First Street
San Jose, California 95118

Dear Mr. O'Connor:

I wish to thank you for the interview on Wednesday, April 14, 1982 for the position of classroom aide. I found the interview very enlightening, and my desire to work for you has been increased as a result of our discussion.

I am looking forward to the opportunity of working for your school district and am anxiously awaiting your decision.

Sincerely,

Tin Q. Ngo

SAMPLE BUSINESS ENVELOPE

TIN Q. NGO
944 ORCHARD LANE
SAN JOSE, CA 95118

MR. DANIEL O'CONNOR
PERSONNEL DIRECTOR
SAN JOSE UNIFIED SCHOOL DISTRICT
722 NORTH FIRST STREET
SAN JOSE, CA 95118

OVERVIEW OF SUCCEEDING ON THE JOB

Lesson 1	Overview of unit; introduction of vocabulary words; qualities, traits and strategies of successful employees.
Lesson 2	Why workers lose their jobs; case study; application of on-the-job problem-solving techniques.
Lesson 3	Employee rights; examination of criteria by which employees are evaluated; actual companies' performance reviews.
Lesson 4	Identifying various career ladders; illustrating students' desired ladders; following a process for negotiating a salary raise.
Lesson 5	Steps in leaving a job successfully; writing letters of resignation; obtaining letters of recommendation.

BEING SUCCESSFUL ON THE JOB **UNIT VI/LESSON 1**

OBJECTIVES:

1. Students will define and use in a sentence 27 words related to succeeding on the job.
2. Students will list 10 qualities or traits of a successful employee.
3. Students will identify several on-the-job strategies used by successful employees.

INSTRUCTOR PREPARATION:

1. Review facilitator guide, On The Job, Part I and Part II (VI-1-IHa), and prepare a mini-lecture in your own words.
2. Duplicate sufficient copies of Succeeding On the Job Vocabulary (VI-1-SHa), Succeeding On The Job Vocabulary Check (VI-1-SHb), Skills & Qualities of Successful Workers (VI-1-SHc), and Successful Employee Puzzle (VI-1-SHd).

PROCEDURE:

Mini-lecture followed by completion of worksheets and discussion.

MATERIALS:

1. On The Job, Part I and Part II (VI-1-IHa)
2. Succeeding On The Job Vocabulary (VI-1-SHa)
3. Succeeding On The Job Vocabulary Check (VI-1-SHb)
4. Skills & Qualities of Successful Workers (VI-1-SHc)
5. Successful Employee Puzzle (VI-1-SHd)

GUIDELINES:

In-Class Activities

1. Distribute Succeeding On The Job Vocabulary List (VI-1-SHa). Read over list, and explain any unfamiliar words.
2. Distribute Skills and Qualities of Successful Workers (VI-1-SHc). Have students complete individually, and discuss results.
3. Present highlights of On The Job, Part I (VI-1-IHa). Conduct discussion.
4. Present highlights of On The Job, Part II (VI-1-IHa). Conduct discussion.

Outside Activity

1. As a self-check, ask students to write (from memory) definitions or sentences for each of the vocabulary words, using Succeeding On The Job Vocabulary Check (VI-1-SHb).
2. Have students complete Successful Employee Puzzle (VI-1-SHc) as homework.

NOTES:

Encourage students to ask questions and to state concerns they may have.

Puzzle Answer Key:

ACROSS:
1. pressures
2. confidence
3. true
4. poise
5. worker
6. false

DOWN:
7. punctual
8. relate
9. public
10. honesty
11. self
12. loyalty

REFERENCES AND SUPPLEMENTARY MATERIALS:

ON THE JOB, PART I

A. INTRODUCTION

Just as there are some important things that you must do to get a job, there are also some things you must know and do to keep a job once you are hired.

1. If you are going to make your life better so that you and your family can have the kind of life you want, you must constantly keep your goals in mind. Keep thinking about your goals and how you can best get there. When you get your first job, oftentimes you are near the bottom of what we call a "career ladder." You will probably want to keep moving up the ladder, at least to a certain point.

2. Keeping a job for six months to one or two years is your next step up the ladder. If you do not do well on this first job, you will not have a good work history. If you do not have a good work history, you will have a very difficult time moving to a better job later.

3. Remember that you are trying to keep up with the cost of living, which is always going up. If you stay on the same income level, the cost of living will get ahead of you. But if you work well on your first job and establish a good work record, it will be easier to upgrade your job.

B. SKILLS AND QUALITIES EMPLOYERS LOOK FOR

1. It takes just as much effort to hold a job and advance as it did to get one. It must be a continuing effort. There are not easy rules to be sure of success on any job, and no one can guarantee your future. What you make of your job largely depends on YOU. You must continue to think, to plan, to prepare yourself, just as you did before you got the job.

2. A great number of people who fail to move into a better job at their company or who lose their jobs do so because they cannot get along with other people. It makes no difference what your job is. To be successful, you must get along well with other people--those you work for, those you work with, and those who work for you.

3. Most important of all, your success or failure depends on you. Like everything else, what you get out of a job depends on what

*Adapted from World of Work. Indochina Job Center. Santa Ana, California you put into it. If you go to work with enthusiasm, convinced you can make a success of your job and willing to work for that success, then you WILL be a success.

4. Employers say that there are certain skills and qualities they look for in employees. In a few minutes, we will talk about what successful workers do.

ON THE JOB, PART II

Here are some specific things that successful people do in their jobs.

1. They are on time.

   a. for work. It is VERY IMPORTANT to be on time for all appointments and especially your job. In fact, it is a good idea to get to work ten minutes early. If you must be late or if you are going to be absent, it is very important to phone the company. If you are absent and do not call the company to explain why, you may lose your job. If you become ill and must leave work, tell your supervisor. Why is this so important? If people are often absent or late for their jobs, the company loses times and money because of these absences. Also, when you have been at your job for a while, a few days or weeks, your supervisor or other workers get to know you. They start to care about what happens to you. If you do not tell them where you are, they become concerned and worry about you.

   b. after breaks and lunch. On most jobs, you will have two rest periods during your shift and one period to eat lunch. It is a California state law that, within eight hours of working, you will have two 15-minute breaks and at least 30 minutes or sometimes one hour for lunch. During your breaks and lunch period, you are free to rest, eat, use the restroom, read, make phone calls, etc. Just be sure to be back to work ON TIME. If you are consistently late from breaks or lunch, you could lose your job.

2. They fill out their time sheets accurately.

   Many companies require employees to show when they arrive and when they leave. When you are paid by the hour, your employer needs to know exactly how many hours you worked so you can be paid for them.

ON THE JOB, PART II (Cont.)

On some jobs, a time clock is used. A card with your name on it is inserted into the clock, which stamps the time. If you have a time card but no time clock at your company, write in the time you arrived at work and the time you left work. NEVER let someone else check in or out for you. NEVER check in or out for someone else. This is considered dishonest, and some companies will fire you for it.

3. They know and follow the "chain of command."

   a. Every company is organized differently, but generally, there is a definite chain of command from your immediate supervisor on up to the president of the company. The president of the company cannot supervise everything and everyone in the company. Therefore, the president gives different duties to other people. When you start working for the company, you will begin at a certain level. You will have what is called an immediate supervisor.

   b. The supervisor's job is to make sure you are doing your job correctly and help you do it better. Your supervisor also has a supervisor above him or her who makes sure that your supervisor is doing a good job, and so on, up to the president of the company.

4. They get along with their supervisors.

   a. It is very important that you get along well with your immediate supervisor. If you have any questions or problems on the job, talk to your immediate supervisor about it. Do not talk with your supervisor's supervisor or the president of the company. Communicate with your supervisor first. If you are not satisfied, then talk to the next person in the chain of command. It is very important to build a good relationship with your supervisor since you will be working closely, and he or she will play an important part in your reviews at the company. (We will talk about reviews later in the course.)

   b. If you are asked by your supervisor to help do something that is not your usual job, do it willingly. Show that you are eager to help and to learn new things. If you see a job that needs to be done, know how to do the job, and have the time to do it, offer to do that job. If you can be counted on to help when help is needed, you will be given the opportunity to learn new skills and will be given more responsibility and, of course, more pay.

ON THE JOB, PART II (Cont.)

c. It is also very important that you follow instructions. Your supervisor will show you a particular way to do a job. He or she is telling you to do it that way because the company has learned from much experience that is the best way to do the job. You may want to do it another way, but it is wise to follow your supervisor's instructions. If you see that there may be an easier, quicker way to do the job, you may diplomatically suggest it to the supervisor. Maybe your supervisor will want you to do it that way. But if not, do it the way the supervisor tells you to.

d. Be careful about giving gifts. Sometimes for birthdays, at Christmas time, or during your country's special holidays, you may want to give a supervisor a gift. This is very kind, but remember that your supervisor may be surprised to receive a gift.

5. They get along with other workers.

a. Be courteous and thoughtful of your fellow workers. All of us want to feel important and needed. If you thank others for doing things for you, whether they are large or small offers of help such as opening a door for you or actually helping you to do your job better and more quickly, they will know that you notice and appreciate them. In turn, offer the same kinds of help to others. Being willing to give of yourself will help you to make friends, to feel good about yourself and your job, and make work more pleasant for everyone. Your supervisor keeps records of your attitude and how well you get along with your supervisor and other workers. Become known as a person who gets along well with others.

b. Although you may not know much English, you can still make friends on the job. In fact, making friends will help you learn English. You can ask other workers the English words for certain objects and activities at work. This helps you become friends. Although other workers may not understand your language, everyone understands friendliness, helpfulness, and saying "thank you." Mingle with other employees. Everyday at work is a new day. Some days you will feel like spending your lunch time or rest periods by yourself. Some days you may feel like spending that time with other workers who speak your language. But it is very important that some days you spend rest periods or lunch time with workers who do not speak your language. This helps you get to know them and helps them get to know you.

ON THE JOB, PART II (Cont.)

6. They follow safety rules.

   Your company will have very specific rules that you and all workers will be expected to follow in order to prevent as many accidents as possible. Depending on what your job is, these rules may include wearing gloves to handle hot or dirty materials, safety glasses to protect your eyes from flying pieces of metal or other objects, ear plugs to protect your ears against loud noises, and closed-in shoes. FOLLOW THESE RULES AT ALL TIMES WITHOUT HAVING TO BE REMINDED. This will show that you are interested in everyone's safety and are, therefore, a responsible person. People who do not follow safety rules are usually given two or three warnings which may include time off without pay. After these warnings, if a person disobeys a safety rule again, he or she is fired.

7. They know how to solve problems.

   If you are having a problem on the job and cannot work it out with your supervisor, you may ask to speak with your supervisor's supervisor. But do not do this without first asking your immediate supervisor. Most companies have what are called grievance procedures. This means that if you have a complaint about the way something is being handled in the company or if you think that you have been treated unfairly, you can file a grievance. When you file a grievance, you are asked to state your complaint in writing. You are then usually interviewed by your supervisor's supervisor. The three of you will try to work out the grievance so that all of you are satisfied. It is best never to file a grievance. Try to work the matter out with your supervisor first. If this is not possible and you feel you have been treated unfairly, then file the grievance according to company rules. Remember that filing a grievance goes into your work record.

8. They monitor their paychecks.

   a. Your paycheck is usually given every two weeks or every month. In some companies, you will receive it every week. When you receive it, make sure it is correct. The paycheck usually has a stub attached which tells how much money was taken out for various reasons, such as retirement and taxes.

      In the United States, we must pay taxes on our incomes. This money is taken out of our paychecks by our employer, then sent to the U.S. Government, the State of California Government, and sometimes the government of the city we work in. By April of every year, you must tell the governments how much money you made the year before. If that money is under a certain amount, you

ON THE JOB, PART II (Cont.)

will get a certain amount back, depending upon the size of your income. If that money is over a certain amount, you will have to pay more money than was taken out of your checks all year.

b. You should know how much money is taken out of your check for such things as insurance, retirement pay, or other purposes. Ask your supervisor to explain the check stub to you. Each pay period, make sure the stub is correct. It is a good idea to save your check stubs for one year so that if you ever need to remember how much money you earned or how much was taken out of your checks, you will have the check stubs to refer to.

UNIT VI/LESSON 1
VI-1-SHa
CAMBODIAN

SUCCEEDING ON THE JOB VOCABULARY
វាក្យសព្ទស្តីអំពីការមានជោគជ័យក្នុងកិច្ចការ

1. attendance:	presence; being there
១. មកប្រជុំខ្លួននៅកន្លែងមួយ :	វត្តមាន; មាននៅទីនោះ
2. attitude:	one's mood or feelings toward something
២. អាកប្បកិរិយា :	អារម្មណ៍ ឬមនោសញ្ចេតនារបស់អ្នកណាម្នាក់ដែលមានចំពោះរឿងអ្វីមួយ
3. career ladder:	a step-by-step advancement from a lower-level position to higher-level positions
៣. ជណ្តើរការងារ :	ជំហានម្តងមួយៗ: ផ្លាស់ប្តូរពីតំណែងកំរិតទាបឡើងទៅដល់តំណែងខ្ពស់
4. conflict:	disagreement
៤. ការប៉ះទង្គិច, ប្រឆាំងគ្នា :	ការមិនយល់ស្របជាមួយគ្នា
5. cooperation:	acting or working together with others
៥. សហប្រតិបត្តិការ :	ប្រតិបត្តិការ ឬធ្វើអ្វីជាមួយអ្នកដទៃ
6. dependability:	ability to be trusted; reliability
៦. ភាពទុកចិត្តបាន :	មានសមត្ថភាពដែលជឿទុកចិត្តបាន, សំអាងលើបាន
7. discretion:	being careful about what one says or does
៧. ការប្រុងប្រយ័ត្ន	ការយកចិត្តទុកដាក់ចំពោះពាក្យសំដី ឬ ការធ្វើអ្វីមួយ
8. efficiency:	producing results with minimum effort and expense
៨. ភាពខ្ពង់ខ្ពស់នៃលទ្ធផល :	បង្កើតនូវផលល្អ ដោយចំណាយការប្រឹងប្រែង និងសោហ៊ុយតិចបំផុត
9. emotional stability:	ability to control or manage one's feelings and emotions
៩. ការនឹងនរនៃទឹកចិត្ត :	ការមានលទ្ធភាពក្នុងការត្រួតត្រា និងរៀបចំមនោសញ្ចេតនា និងទឹកចិត្តរបស់ខ្លួនឯងបានល្អ
10. evaluation:	process of reviewing and making judgments about an employee's performance
១០. ការវាយតំលៃ :	ធ្វើការពិនិត្យមើលឡើងវិញ ហើយកំណត់ និងធ្វើការវិនិច្ឆ័យចំពោះការធ្វើកិច្ចការរបស់និយោជិក
11. honesty:	truthfulness; sincerity
១១. សេចក្តីស្មោះត្រង់ :	សច្ចៈ, វិសុទ្ធភាព
12. industry:	hard work; steady effort
១២. ការឧស្សាហ៍ :	ធ្វើការច្រើន ; ការប្រឹងប្រែងទៀងទាត់

SUCCEEDING ON THE JOB VOCABULARY (Cont.)
វាក្យសព្ទស្ដីពីការធ្វើការជោគជ័យក្នុងកិច្ចការ (ត)

13. loyalty:	faithfulness; dedication
១៣. ភក្ដីភាព:	ស្មោះត្រង់ ; ការទុកចិត្ត
14. overtime:	pay for work done beyond the regular hours
១៤. ប្រាក់ធ្វើការលើសម៉ោង:	ប្រាក់ពេលធ្វើការដែលធ្វើលើសម៉ោងធម្មតា
15. performance:	how one acts or carries out a job
១៥. ការធ្វើ (កិច្ចការអ្វីមួយ)	ការដែលបុគ្គលម្នាក់ៗធ្វើ ឬ បំពេញកិច្ចការនោះ:
16. perserverence:	continuing to do something even when difficult
១៦. ឧស្សាហ៍ព្យាយាម:	ខំប្រឹងធ្វើការអ្វីមួយទោះបីការនោះពិបាកយ៉ាងណាក៏ដោយ
17. personal annearance:	how one looks
១៧. ការបង្ហាញរូបខ្លួន :	ម្នាក់ៗមានសណ្ឋានបង្ហាញរូបរាង
18. productivitv:	the amount and quality of work one does
១៨. ផលិតភាព :	បរិមាណកិច្ចការ និង គុណភាពកិច្ចការ ដែលបុគ្គលម្នាក់ៗធ្វើបាន
19. professional:	occupation requiring advanced academic preparation
១៩. អ្នកបរិញ្ញា:	អ្នកបរិញ្ញាដែលត្រូវការរៀនជាន់ខ្ពស់ ពិសេស
20. promotion:	advancement to a higher rank or position
២០. ការតម្លើងថ្នាក់:	ការឡើងទៅកាន់ថ្នាក់ខ្ពស់ ឬ តំណែងខ្ពស់
21. punctual:	on time; prompt
២១. ទៀងទាត់:	មកត្រូវពេលវេលា; ឆាប់រហ័ស
22. (to) review:	to look over or study again, as an employee's performance on the job
២២. (ការ) ពិនិត្យការងារម្នាក់ៗ:	មើលឡើងវិញ សិក្សាឡើងវិញ ដូចជាការពិនិត្យមើលការងាររបស់និយោជិកម្នាក់ៗ
23. raise:	an increase in pay or salary
២៣. ឡើង, តម្លើងប្រាក់ឈ្នួល:	ការបន្ថែមប្រាក់ឈ្នួល ឬ ប្រាក់ខែ
24. (to) resolve:	to solve, as a problem; to find an answer
២៤. (ការ) ដោះស្រាយ:	បកស្រាយនូវបញ្ហាអ្វីមួយ, ការរកចម្លើយ
25. responsibility:	obligation, duty
២៥. ការទទួលខុសត្រូវ:	កាតព្វកិច្ច, ភារៈ
26. self-reliance:	ability to take care of oneself
២៦. ជំនឿលើខ្លួនឯង:	មានការប៉ិនប្រសប់ក្នុងការយកចិត្តទុកដាក់ខ្លួនឯង

SUCCEEDING ON THE JOB VOCABULARY (Cont.)
៦.ពាក្យសព្ទស្តីពីការមានជោគជ័យក្នុងកិច្ចការ (ត)

27. skilled:	having special ability
២៧. ប៉ិនប្រសប់:	មានសមត្ថភាពពិសេស
28. success:	a favorable result; reaching a goal or goals
២៨. សម្រេចជោគជ័យ:	ផលល្អដែលគេចង់ ; ការសម្រេចគោលដៅណាមួយ ឬគោលដៅច្រើន
29. tact:	saying or doing the right thing without offending others
២៩. ការប៉ិនប្រសប់ :	និយាយឬធ្វើអ្វីដែលត្រូវ ដោយគ្មានការប៉ះពាល់ចិត្ត អ្នកដទៃ
30. technical:	relating to industrial, mechanical, or other applied sciences
៣០. បច្ចេកទេស:	ទាក់ទងនឹងឧស្សាហកម្ម , គ្រឿងយន្ត ឬ វិទ្យាសាស្ត្រ អនុវត្ត
31. unskilled:	not having ability
៣១. គ្មានការប៉ិនប្រសប់ :	គ្មានសមត្ថភាព
32. upward mobility:	moving to a higher position with more income and responsibilities
៣២. ចលភាពឡើងលើ:	ការឡើងទៅកាន់តំណែងខ្ពស់ជាងមុន ដោយមានប្រាក់ចំណូល ច្រើន និង ការទទួលខុសត្រូវកាន់តែច្រើនឡើង
33. work history:	one's past jobs and performance in them
៣៣ ប្រវត្តិការងារ :	ការងាររបស់អ្នកណាម្នាក់ដែលបានធ្វើពីមុនមក ហើយក្នុង ធ្វើការនោះៗបាន

SUCCEEDING ON THE JOB VOCABULARY CHECK
ពាក្យសព្ទស្ដីអំពីការទទួលជោគជ័យក្នុងកិច្ចការ

1. career ladder
១. ជណ្ដើរឡើង
2. upward mobility
២. ឋានភាពឡើងខ្ពស់
3. success
៣. សេចក្ដីជោគជ័យ
4. productivity
៤. ផលិតភាព
5. punctual
៥. ទៀងទាត់
6. review
៦. ការពិនិត្យឡើងវិញ
7. responsibility
៧. ការទទួលខុសត្រូវ
8. cooperation
៨. សហប្រតិបត្តិការ
9. dependability
៩. ភាពទុកចិត្តបាន
10. honesty
១០. សេចក្ដីទៀងត្រង់
11. efficiency
១១ ការធ្វើការយ៉ាងស្ទាត់ជំនាញ
12. industry
១២. ការព្យាយាម
13. perserverence
១៣. សេចក្ដីឧស្សាហៈ
14. self-reliance
១៤. ពឹងលើខ្លួនឯង
15. emotional stability
១៥. ភាពនឹងនរនៃចិត្ត
16. tact
១៦. ការប៉ិនប្រសប់

SUCCEEDING ON THE JOB VOCABULARY CHECK (Cont.)

វាក្យសព្ទស្ដីអំពីការអនុវត្តដោយជោគជ័យក្នុងកិច្ចការ (ត)

17. discretion
១៧ ការប្រុងប្រយ័ត្ន

18. loyalty
១៨. ភក្ដីភាព

19. performance
១៩. ការធ្វើ (កិច្ចការអ្វីមួយ)

20. evaluation
២០. ការស្ទង់មើល

21. personal appearance
២១ ការបង្ហាញរាងក្រៅខ្លួន

22. attitude
២២ អាកប្បកិរិយា

23. conflict
២៣. ការប៉ះទង្គិច, ប្រឆាំងគ្នា

24. (to) resolve
២៤ (ការ) ដោះស្រាយ

25. attendance
២៥. ចូលរួមប្រជុំក្នុងពេលណាមួយ

26. unskilled
២៦. គ្មានការប៉ិនប្រសប់

27. skilled
២៧. ប៉ិនប្រសប់

28. technical
២៨. បច្ចេកទេស

29. professional
២៩. មុខរបរជីវៈ

30. work history
៣០. ប្រវត្តិការងារ

31. raise
៣១. ឡើង, តម្លើង

32. promotion
៣២ ការតម្លើងថ្នាក់

33. overtime
៣៣. ថ្លៃឈ្នួលធ្វើការលើសម៉ោង

UNIT VI/LESSON 1
VI-1-SHc
CAMBODIAN

SKILLS AND QUALITIES OF SUCCESSFUL WORKERS*

ការចេះប្រសប់ និង គុណសម្បត្តិនៃអ្នកធ្វើការដែល ទទួលជោគជ័យ

1. Rate these skills according to your own feelings, using this scale:

១. ចូរលោកអ្នកវាយតំលៃការចេះប្រសប់ទាំងអស់នេះតាមគំនិតផ្ទាល់ខ្លួនរបស់លោកអ្នក ដោយប្រើ តារាងនេះ:

1. very necessary
១. ចាំបាច់ណាស់
2. important
២. សំខាន់
3. unnecessary
៣. មិនចាំបាច់

___punctuality
មកទៀងពេល, ទៀងទាត់ពេល

___dependability
ការទុកចិត្តបាន

___getting along with others
ចុះសំរុងគ្នាជាមួយអ្នកដទៃ

___working as a team member
ធ្វើការជាក្រុម, ជាគូ

___basic writing skills
មានការចេះប្រសប់ក្នុងការសរសេរជាភាសា

___basic speaking skills
មានការចេះប្រសប់ក្នុងការនិយាយជាភាសា

___maintaining good health
រក្សាសុខភាពលោកអ្នកឲ្យល្អ

___knowing what is expected
ដឹងនូវការអ្វីដែលគេសង្ឃឹម

___basic arithmetic skills
មានការចេះប្រសប់ក្នុងលេខគណិត

___locating information
ការស្វែងរកព័ត៌មាន

___following instructions
ធ្វើតាមបទបញ្ជា

___organizing the work activities of others
បង្កើតរបៀបការងារនៃអ្នកដទៃ

___understanding written information
យល់នូវព័ត៌មានដែលគេសរសេរ

___being neat and clean in appearance
ស្លៀកពាក់ស្អាតបាតត្រឹមត្រូវក្នុងរូបរាង និង ខ្លួន

___knowing your strengths and weaknesses
និង ដឹងភាពខ្លាំង និង ដឹងភាពខ្សោយរបស់ខ្លួន

___giving an honest day's work
ធ្វើការដោយស្មោះត្រង់ពេញមួយថ្ងៃ

___loyalty to your organization
ភក្ដី ចំពោះអង្គការ

___making independent decisions
ធ្វើសេចក្តីសំរេចចិត្តដោយឯករាជ្យ

___using initiative and imagination
ប្រើការផ្តួចផ្តើមគំនិត និង មនោគតិ

___knowing how to use materials and equipment
ចេះប្រើប្រាស់ប្រដាប់ និង សម្ភារៈ

___having specialized training
មានការហ្វឹកហ្វឺនជាពិសេស

___knowledge of operating procedures
មានចំណេះក្នុងរបៀបប្រតិបត្តិការ

*Adapted from: SAFARI. San Bernardino, California: San Bernardino County Superintendent of Schools Office.

SKILLS AND QUALITIES OF SUCCESSFUL WORKERS (Cont.)

___working under pressure
ធ្វើការក្រោមការបង្ខំ

___working without close supervision
ធ្វើការដោយគ្មានអ្នកណាមើលជិតដិត

___adjusting to work situations
ចេះធ្វើការតាមការប្រែប្រួលក្នុងការងារ

___managing time and materials effectively
ចេះកាត់កាប់ពេលវេលា និងគ្រឿងប្រើប្រាស់ ឲ្យមានប្រសិទ្ធិផល

___following safety regulations
ចេះធ្វើតាមច្បាប់ការពារគ្រោះថ្នាក់

2. For each of the skills you rated #1, put an * by each one that you feel you have. What can you do to improve in the others?

២. សម្រាប់ការជំនាញនីមួយៗដែលលោកអ្នកបានដាក់លេខ ១,
ចូរដាក់ * ក្បែរនីមួយៗ ណាដែលលោកអ្នកបានគិតថា ខ្លួនមានរួចហើយ
ការជួសជុលចំពោះឯទៀតៗ តើលោកអ្នកអាចនឹងធ្វើអ្វីខ្លះដើម្បី
អោយមានការរីកចំរើន ក្នុងជំនាញដទៃៗទៀត។

UNIT VI/LESSON 1
VI-1-SHd
CAMBODIAN

SUCCESSFUL EMPLOYEE PUZZLE

[illegible]
[illegible]
[illegible]

ACROSS:
ផ្ដេក :

1. Try to lessen your employer's ______________, not create them.

១. [illegible] __________ , [illegible] ,

2. Having ______________ in yourself is the first big step toward assuming your duties and responsibilities successfully.

២. [illegible] ______________ [illegible] ,

3. True or False: Since your employer is more experienced than you, if he tells you to do something a certain way, DO IT.

៣. [illegible] : [illegible]

4. Try to retain a degree of ____________ no matter what the situation.

៤. [illegible] ____________ [illegible]

5. An employer wants a ______________, not just an employee.

៥. [illegible] ______________ [illegible]

6. True or False: If you make good money, your work will be enjoyable.

៦. [illegible] : [illegible]

DOWN:
ចុះក្រោម

7. A person's attitude toward his or her employer and his or her job is reflected in his or her arrival time at work. Be ______________.

៧. [illegible] ______________

8. ________________ to those around you.

៨. ________________ [illegible]

SUCCESSFUL EMPLOYEE PUZZLE (Cont.)

9. You must have rapport with the ______________ you serve.

៩. លោកអ្នកត្រូវមានការគាប់ចិត្តជាមួយនឹងពួក ______________ ។ ដែលលោកអ្នកបំរើ ។

10. An employer wants a person whose ______________ is unquestioned; someone he can trust.

១០. និយោជកត្រូវការមនុស្សម្នាក់ដែល ______________ មិនចេះសង្ស័យ ;
អ្នកណាម្នាក់ដែលគាត់អាចទុកចិត្តបាន

11. ______________ -improvement in the basic skills will often make your work more enjoyable as well as more efficient.

១១. ______________ ពោលការធ្វើឲ្យប្រសើរឡើងនូវការជំនាញមូល
ដ្ឋាន អាចធ្វើឲ្យការងាររបស់លោក ឲ្យសប្បាយរីករាយឡើង
ហើយមានប្រសិទ្ធិភាពផង ។

12. Demonstrate your ______________ to your boss by letting him know that you are on his side.

១២. បង្ហាញ ______________ របស់លោកអ្នកចំពោះចៅហ្វាយ
លោកអ្នកបានធ្វើឲ្យគាត់ដឹងថា លោកអ្នកនៅខាងគាត់

SUCCEEDING ON THE JOB VOCABULARY
NGỮ VỰNG VỀ SỰ THÀNH CÔNG TRONG CÔNG VIỆC

1.	attendance: sự hiện diện:	presence; being there có mặt; có ở đó
2.	attitude: thái độ:	one's mood or feelings toward something cảm, nghĩ của một người về một điều gì
3.	career ladder: thang nghề nghiệp:	a step-by-step advancement from a lower-level position to higher-level positions sự thăng tiến từng bước từ chức vụ thấp đến chức vụ cao
4.	conflict: tranh chấp	disagreement không đồng ý
5.	cooperation: sự hợp tác:	acting or working together with others hành động hay cùng làm việc với người khác
6.	dependability: sự đáng tin cậy:	ability to be trusted; reliability khả năng để được tin cậy; tính cách đáng tin
7.	discretion: sự thận trọng:	being careful about what one says or does cẩn thận về những gì một người nói hay làm
8.	efficiency: sự hữu hiệu:	producing results with minimum effort and expense tạo ra kết quả với tối thiểu cố gắng và chi phí
9.	emotional stability: sự ổn định tâm lý:	ability to control or manage one's feelings and emotions khả năng kiểm soát và điều khiển cảm nghĩ, cảm xúc
10.	evaluation: sự lượng giá:	process of reviewing and making judgments about an employee's performance diễn trình của sự duyệt xét và phán đoán về sự làm việc của một nhân viên
11.	honesty: sự lương thiện:	truthfulness; sincerity đúng sự thật; thành thật
12.	industry: sự chăm chỉ:	hard work; steady effort làm việc chăm; cố gắng đều

SUCCEEDING ON THE JOB VOCABULARY (Cont.)
NGỮ VỰNG VỀ SỰ THÀNH CÔNG TRONG CÔNG VIỆC (tiếp theo)

13.	loyalty:	faithfulness; dedication
	sự trung thành:	sự tin tưởng; tận tụy
14.	overtime:	pay for work done beyond the regular hours
	giờ phụ trội:	lương trả cho công việc làm ngoài giờ thông thường
15.	performance:	how one acts or carries out a job
	sự thực hiện:	cách thức một người hành động hay thi hành một việc làm
16.	perserverence:	continuing to do something even when difficult
	sự kiên nhẫn:	tiếp tục làm một điều gì dù khó khăn
17.	personal appearance:	how one looks
	dáng dấp cá nhân:	bề ngoài của một người
18.	productivity:	the amount and quality of work one does
	khả năng sản xuất:	số lượng và phẩm chất của một công việc mà một người làm
19.	professional:	occupation requiring advanced academic preparation
	chuyên nghiệp:	nghề nghiệp đòi hỏi sự chuẩn bị về học vấn cao
20.	promotion:	advancement to a higher rank or position
	thăng chức:	tiến lên một ngạch hay một chức vụ cao hơn
21.	punctual:	on time; prompt
	đúng giờ:	đúng giờ, kỹ hạn; lẹ làng
22.	(to) review:	to look over or study again, as an employee's performance on the job
	duyệt xét:	xem xét và nghiên cứu lại, như là về sự làm việc của một nhân viên
23.	raise:	an increase in pay or salary
	tăng lương:	một sự gia tăng về tiền công hay lương bổng
24.	(to) resolve:	to solve, as a problem; to find an answer
	giải quyết:	giải quyết, tìm giải đáp
25.	responsibility:	obligation, duty
	trách nhiệm:	trách vụ, nhiệm vụ
26.	self-reliance:	ability to take care of oneself
	tự lập:	khả năng tự lo lấy cho mình

SUCCEEDING ON THE JOB VOCABULARY (Cont.)
NGỮ VỰNG VỀ SỰ THÀNH CÔNG TRONG CÔNG VIỆC (tiếp theo)

27.	skilled: có kỹ năng:	having special ability có khả năng đặc biệt
28.	success: thành công:	a favorable result; reaching a goal or goals một kết quả thuận lợi; đạt đến một hay nhiều mục tiêu
29.	tact: lịch sự:	saying or doing the right thing without offending others nói hay làm điều đúng, không xúc phạm đến người khác
30.	technical: thuộc về kỹ thuật:	relating to industrial, mechanical, or other applied sciences liên quan đến kỹ nghệ, cơ khí hay các khoa học ứng dụng khác
31.	unskilled: không có kỹ năng:	not having ability không có khả năng
32.	upward mobility: sự thăng tiến:	moving to a higher position with more income and responsibilities tiến lên một chức vụ cao hơn với nhiều lợi tức và trách nhiệm hơn
33.	work history: quá trình làm việc:	one's past jobs and performance in them những việc làm của một người trong quá khứ và sự làm việc của người đó

SUCCEEDING ON THE JOB VOCABULARY CHECK
KIỂM LẠI NGỮ VỰNG VỀ SỰ THÀNH CÔNG TRONG CÔNG VIỆC

1. career ladder
   thang nghề nghiệp
2. upward mobility
   sự thăng tiến
3. success
   thành công
4. productivity
   khả năng sản xuất
5. punctual
   đúng giờ
6. review
   duyệt xét
7. responsibility
   trách nhiệm
8. cooperation
   sự hợp tác
9. dependability
   sự đáng tin cậy, sự chắc chắn
10. honesty
    sự lương thiện
11. efficiency
    sự hữu hiệu
12. industry
    sự chăm chỉ
13. perserverence
    sự kiên nhẫn
14. self-reliance
    tự lập
15. emotional stability
    sự ổn định tâm lý
16. tact
    lịch sự

SUCCEEDING ON THE JOB VOCABULARY CHECK (Cont.)
KIỂM LẠI NGỮ VỰNG VỀ SỰ THÀNH CÔNG TRONG CÔNG VIỆC (tiếp theo)

17. discretion
thận trọng

18. loyalty
trung thành

19. performance
sự thực hiện

20. evaluation
sự lượng giá

21. personal appearance
dáng dấp cá nhân

22. attitude
thái độ

23. conflict
sự tranh chấp

24. (to) resolve
giải quyết

25. attendance
hiện diện

26. unskilled
không có kỹ năng

27. skilled
có kỹ năng

28. technical
về kỹ thuật

29. professional
chuyên nghiệp

30. work history
quá trình làm việc

31. raise
sự tăng lương

32. promotion
sự thăng chức

33. overtime
giờ phụ trội

SKILLS AND QUALITIES OF SUCCESSFUL WORKERS*
KỸ NĂNG VÀ ĐỨC TÍNH CỦA NHỮNG NHÂN VIÊN THÀNH CÔNG *

1. Rate these skills according to your own feelings, using this scale:
Đánh giá những kỹ năng theo cảm nghĩ của bạn, dùng mẫu mực sau đây:

1. very necessary
rất cần thiết
2. important
quan trọng
3. unnecessary
không cần thiết

___punctuality
đúng giờ

___dependability
đáng tin cậy

___getting along with others
hòa hợp với người khác

___working as a team member
làm việc như một phần tử của nhóm

___basic writing skills
viết được những điều căn bản

___basic speaking skills
trình bày (nói) được những điều căn bản

___maintaining good health
giữ gìn được sức khỏe

___knowing what is expected
biết được điều người khác mong đợi ở mình

___basic arithmetic skills
kỹ năng căn bản về toán học

___locating information
biết cách tìm ra các tin tức

___following instructions
tuân theo chỉ dẫn

___organizing the work activities of others
tổ chức sự làm việc của người khác

___understanding written information
hiểu những tin tức được viết ra

___being neat and clean in appearance
có bề ngoài gọn gàng, sạch sẽ

___knowing your strengths and weaknesses
biết ưu và nhược điểm của mình

___giving an honest day's work
làm việc một cách lương thiện

___loyalty to your organization
trung thành với tổ chức

___making independent decisions
có những quyết định độc lập

___using initiative and imagination
dùng sáng kiến và trí tưởng tượng

___knowing how to use materials and equipment
biết cách xử dụng vật liệu và trang bị

___having specialized training
được huấn luyện đặc biệt

___knowledge of operating procedures
hiểu về thủ tục điều hành

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*Adapted from SAFARI, San Bernardino, California: San Bernardino County Superintendent of Schools Office.

SKILLS AND QUALITIES OF SUCCESSFUL WORKERS (Cont.)
KỸ NĂNG VÀ ĐỨC TÍNH CỦA NHỮNG NHÂN VIÊN THÀNH CÔNG * (t.t)

___working under pressure
làm việc dưới áp lực

___adjusting to work situations
điều chỉnh theo hoàn cảnh làm việc

___following safety regulations
tuân theo các qui luật về an ninh

___working without close supervision
làm việc không cần sự kiểm soát chặc chẽ

___managing time and materials effectively
sắp xếp thời giờ và vật liệu một cách hữu hiệu

2. For each of the skills you rated #1, put an * by each one that you feel you have. What can you do to improve in the others?
Đối với mọi kỹ năng mà bạn liệt vào số 1, đánh dấu * vào bên cạnh kỹ năng mà bạn nghĩ rằng bạn có. Bạn có thể làm gì để hoàn thiện các kỹ năng khác ?

SUCCESSFUL EMPLOYEE PUZZLES
NHỮNG CÂU ĐỐ CHỮ VỀ NHÂN VIÊN THÀNH CÔNG

ACROSS:
HÀNG NGANG:

1. Try to lessen your employer's ________________, not create them.
   Cố gắng giảm thiểu ________________ của chủ nhân chứ không phải gấy ra chúng.

2. Having ______________ in yourself is the first big step toward assuming your duties and responsibilities successfully.
   Có ______________ ở chính mình là bước quan trong đầu tiên để nhận lãnh trách nhiệm một cách thành công.

3. True or False: Since your employer is more experienced than you, if he tells you to do something a certain way, DO IT.
   Đúng hay Sai : Bởi lẽ chủ nhân có nhiều kinh nghiệm hơn bạn, nếu ông ta bảo bạn làm một điều gì theo một cách thức nào đó, BẠN HÃY LÀM ĐIỀU ẤY.

4. Try to retain a degree of ______________ no matter what the situation.
   Cố giữ một mực độ về ______________ dù trong bất cứ hoàn cảnh nào.

5. An employer wants a ________________, not just an employee.
   Chủ nhân muốn có một ________________ chứ không phải chỉ là một nhân viên.

6. True or False: If you make good money, your work will be enjoyable.
   Đúng hay Sai : Nếu bạn kiếm được nhiều tiền, việc làm của bạn trở nên thích thú.

DOWN:
HÀNG DỌC :

7. A person's attitude toward his or her employer and his or her job is reflected in his or her arrival time at work. Be ________________.
   Thái độ của một người đối với chủ nhân và công việc phản ảnh ở giờ đi làm của người đó. Hãy ____________________.

8. ____________________ to those around you.
   ____________________ đối với những người xung quanh bạn.

SUCCESSFUL EMPLOYEE PUZZLES (Cont.)
NHỮNG CÂU ĐỐ CHỮ VỀ NHÂN VIÊN THÀNH CÔNG (t.t)

9. You must have rapport with the ______________ you serve.
Bạn phải hòa hợp với ______________ mà bạn phục vụ.

10. An employer wants a person whose ________________ is unquestioned; someone he can trust.
Chủ nhân thích một người mà sự __________________ là điều không thể nghi ngờ.

11. ____________________-improvement in the basic skills will often make your work more enjoyable as well as more efficient.
_________________-hoàn thiện về những kỹ năng căn bản thường làm cho công việc của bạn trở nên thích thú và hữu hiệu hơn.

12. Demonstrate your ________________ to your boss by letting him know that you are on his side.
Chứng tỏ ______________ của bạn với chủ nhân bằng cách cho ông ta thấy là bạn ở về phía ông ta.

UNIT VI/LESSON 1
VI-1-SHa
LAOTIAN

SUCCEEDING ON THE JOB VOCABULARY

ຄຳສັບຂອງການສຳເລັດທີ່ວຽກການ

1. attendance: presence; being there
ການໄປ ຢູ່ຫັ້ນ ; ຢູ່ບ່ອນຫັ້ນ

2. attitude: one's mood or feelings toward something
ຄວາມຄິດສະເພາະ ຄວາມຄິດ ແລະ ຄວາມຮູ້ສຶກ ຜູ້ໜຶ່ງ ຕໍ່ສິ່ງໃດສິ່ງໜຶ່ງ

3. career ladder: a step-by-step advancement from a lower-level position to higher-level positions
ອາຊີບ ທີ່ຂຶ້ນ ຂຶ້ນແຕ່ລະຂັ້ນ ຕັ້ງແຕ່ລະຂັ້ນ ຫາ ໜ້າທີ່ສູງ.

4. conflict: disagreement
ຄວາມກົດດັນ ບໍ່ຕົກລົງກັນ

5. cooperation: acting or working together with others
ຮ່ວມໄມ້ຮ່ວມມື ເຮັດນຳກັນ ກັບ ຄົນອື່ນ.

6. dependability: ability to be trusted; reliability
ການເຊື່ອຖືໄດ້ ເປັນທີ່ເຊື່ອຖືໄດ້. ວາງໃຈໄດ້.

7. discretion: being careful about what one says or does
ຄວາມລະມັດລະວັງ ການເວົ້າ ແລະ ການເຮັດ ດ້ວຍ ຄວາມລະມັດລະວັງ

8. efficiency: producing results with minimum effort and expense
ຄວາມສາມາດ (ບໍ່ເສຍເວລາ) ໄດ້ຜົນປະໂຫຍດໂດຍທີ່ເສຍເງິນໜ້ອຍ ແລະ ເສຍແຮງໜ້ອຍ

9. emotional stability: ability to control or manage one's feelings and emotions
(ກົດ) ຄວາມຮູ້ສຶກ ແລະ ຄວາມຄິດ ຄວາມສາມາດ ອົດທົນ ຫຼືວ່າ ຄວບຄຸມ ຄວາມຮູ້ສຶກ ຂອງຄົນຜູ້ໜຶ່ງ

10. evaluation: process of reviewing and making judgments about an employee's performance
ການກວດ ວິທີ ກວດ ແລະ ຕັດສິນ ກ່ຽວກັບ ການເຮັດວຽກຂອງກົມງານ

11. honesty: truthfulness; sincerity
ຄວາມສັດຊື່ ຄວາມສັດຊື່ ; ສັດຊື່ຕໍ່

12. industry: hard work; steady effort
ອຸດສາຫະກັມ ເຮັດວຽກໜັກ ; ວຽກສະໝ່ຳສະເໝີ

SUCCEEDING ON THE JOB VOCABULARY (Cont.)

ຄໍາສັບຂອງການສໍາເຣັດທີ່ວຽກການ (ຕໍ່)

13.	loyalty:	faithfulness; dedication
	ສັດຊື່ຕໍ່	ເຊື່ອຖື ; ເຮັດໃຫ້
14.	overtime:	pay for work done beyond the regular hours
	ລວງເວລາ	ຈ່າຍເງິນໃຫ້ໂດຍທີ່ການຊົ່ວໂມງເຮັດວຽກທັມມະດາ
15.	performance:	how one acts or carries out a job
	ການເຮັດວຽກ	ກັບຜູ້ໜຶ່ງເຮັດຢ່າງໃດຫຼືວ່າເຮັດວຽກໄປທາງໃດ.
16.	perserverence:	continuing to do something even when difficult
	ຄວາມອົດທົນ	ເຮັດຕໍ່ໄປເຖິງວ່າມັນຈະຍາກ
17.	personal appearance:	how one looks
	ເບິ່ງສ່ວນຕົວທາງນອກ	ເບິ່ງກັບຜູ້ໜຶ່ງຢ່າງໃດ.
18.	productivity:	the amount and quality of work one does
	ຜົນການປະກິດ	ຈໍານວນຂອງວຽກການແລະຄຸນພາບຂອງວຽກການທີ່ຄົນນຶ່ງເຮັດ
19.	professional:	occupation requiring advanced academic preparation
	ວຽກການແບບສູງ	ອີຊາອາຊີບທີ່ຫວັງທາງການຮຽນອັນສູງ.
20.	promotion:	advancement to a higher rank or position
	ເລື່ອນຊັ້ນ	ການເລື່ອນຊັ້ນໄປສູ່ໜ້າທີ່ສູງ
21.	punctual:	on time; prompt
	ຕາມເວລາ	ຕາມເວລາ, ໄວ
22.	(to) review:	to look over or study again, as an employee's performance on the job
	ໄປພິຈາຣະນາ	ໄປສຶກສາເບິ່ງອີກວ່າພະນັກງານໄດ້ເຮັດການດີຢ່າງໃດ
23.	raise:	an increase in pay or salary
	ຂຶ້ນ	ການຂຶ້ນເງິນເດືອນ
24.	(to) resolve:	to solve, as a problem; to find an answer
	ໄປແກ້ໄຂ	ໄປແກ້ໄຂຄືບັນຫາ ; ໄປຊອກຄໍາຕອບ
25.	responsibility:	obligation, duty
	ການຮັບຜິດຊອບ	ຫວັງເຮັດ, ໜ້າທີ່.
26.	self-reliance:	ability to take care of oneself
	ອາສັຍຕົວເອງ	ຄວາມສາມາດໄປຮັກສາຕົນເອງ.

SUCCEEDING ON THE JOB VOCABULARY (Cont.)
ຄຳສັບຂອງການສຳເລັດທີ່ວຽກການ (ຕໍ່)

27.	skilled: ວິຊາສະເພາະ	having special ability ມີຄວາມສາມາດພິເສດ
28.	success: ຄວາມສຳເລັດ	a favorable result; reaching a goal or goals ຜົນສຸດທ້າຍທີ່ດີ; ແລະ ຜົນປະໂຍດສຸດທ້າຍ.
29.	tact: ການກະທຳທີ່ເໝາະສົມ	saying or doing the right thing without offending others ການເວົ້າ ແລະ ການເຮັດທີ່ຖືກຕ້ອງໂດຍບໍ່ໃຫ້ຄົນອື່ນເສັຽໃຈ.
30.	technical: ກ່ຽວກັບເຄື່ອງຈັກກົນໄກ	relating to industrial, mechanical, or other applied sciences ສິ່ງທີ່ກ່ຽວກັບອຸດສາຫະກຳ, ເຄື່ອງຈັກ ແລະວິທະຍາສາດຕ່າງໆ.
31.	unskilled: ບໍ່ມີວິຊາສະເພາະ	not having ability ບໍ່ມີການສາມາດ.
32.	upward mobility: ການຂຶ້ນແບບເຄື່ອງຈັກ	moving to a higher position with more income and responsibilities ມີໜ້າທີ່ສູງກວ່າພ້ອມດ້ວຍລາຍໄດ້ແລະຄວາມຮັບຜິດຊອບ.
33.	work history: ປະວັດສາດຂອງວຽກການ	one's past jobs and performance in them ການເຮັດວຽກທີ່ຜ່ານໄປຂອງຄົນຜູ້ນຶ່ງ

UNIT VI/LESSON 1
VI-1-SHb
LAOTIAN

SUCCEEDING ON THE JOB VOCABULARY CHECK

ການກວດຄໍາສັບຂອງການສໍາເລັດທີ່ວຽກການ.

1. career ladder
   ອາຊີບ ທະວີ້ນ
2. upward mobility
   ການ ຂຶ້ນ ແບບ ເຄື່ອງຈັກ
3. success
   ຄວາມ ສໍາເລັດ
4. productivity
   ການ ປະລິດ
5. punctual
   ຕາມ ເວລາ
6. review
   ການ ເວີ້ນ ຄືນ
7. responsibility
   ການ ຮັບ ຜິດຊອບ
8. cooperation
   ຮວມໄມ້ ຮວມ ມື
9. dependability
   ການ ເຊື່ອ ຖືໄດ້
10. honesty
    ຄວາມ ຊື່ສັດ
11. efficiency
    ບໍ່ເສັຽ ເວລາ
12. industry
    ການ ອຸດສາຫະກັມ
13. perserverence
    ຄວາມອົດທົນ
14. self-reliance
    ການ ຊ່ວຍ ເຫຼືອຕົນເອງ
15. emotional stability
    (ທັກ) ຄວາມຮູ້ສຶກແລະ ຄວາມຄິດ
16. tact
    ການ ກະ ທໍາ ທີ່ ເໝາະສົມ

SUCCEEDING ON THE JOB VOCABULARY CHECK (Cont.)

ການກວດຄຳສັບ ຂອງການສຳເຣັດ ທີ່ວຽກການ (ຕໍ່)

17. discretion
    ແລ້ວແຕ່ໃຈ ຄິດໄປ ທາງດີ
18. loyalty
    ສັດຊື່ຕໍ່
19. performance
    ການເຮັດວຽກ
20. evaluation
    ການສືບສວນ (ທາງເຮັດວຽກ)
21. personal appearance
    ເບິ່ງສ່ວນຕົວ ທາງນອກ
22. attitude
    ຄວາມຄິດສະເພາະ
23. conflict
    ຄວາມກັດກັນ
24. (to) resolve
    ໄປແກ້ໄຂ
25. attendance
    ການໄປ
26. unskilled
    ບໍ່ມີວິຊາສະເພາະ
27. skilled
    ມີວິຊາສະເພາະ
28. technical
    ເຄື່ອງຍົນກົນໄກ
29. professional
    ວຽກການ ແບບຊ່ຽວ
30. work history
    ປະວັດສາດ ຂອງວຽກການ
31. raise
    ຂຶ້ນ
32. promotion
    ການເລື່ອນຊັ້ນ
33. overtime
    ລ່ວງເວລາ

SKILLS AND QUALITIES OF SUCCESSFUL WORKERS*

ສີມື ແລະ ຄຸນະພາບ ຂອງການສຳເຣັດ ຂອງກັມງານ.

1. Rate these skills according to your own feelings, using this scale:
ຈົ່ງຂຽນຕາມ ຄວາມຮູ້ສຶກ ຂອງທ່ານ ກ່ຽວກັບ ຄວາມສາມາດ ໂດຍໃຊ້ວິທີ ແທກເຄົ່ານີ້

1. very necessary
ຕ້ອງການຫລາຍ
2. important
ສຳຄັນ
3. unnecessary
ບໍ່ຕ້ອງການ

___punctuality
ຕາມເວລາ

___dependability
ມີຄວາມເຊື່ອຖືໄດ້

___getting along with others
ຢູ່ກັບຄົນອື່ນໄດ້

___working as a team member
ເຮັດການ ຄືສະມາຊິກ ຜູ້ໜຶ່ງ

___basic writing skills
ຄວາມຮູ້ພື້ນຖານ ໃນການຂຽນ

___basic speaking skills
ຄວາມຮູ້ພື້ນຖານໃນ ການເວົ້າ

___maintaining good health
ຮັກສາສຸຂະພາບດີ

___knowing what is expected
ຮູ້ສຶກວ່າ ຫວັງວ່າ ຈະໄດ້ ຫຍັງ

___basic arithmetic skills
ພື້ນຖານ ຂອງ ນັບເລກ

___locating information
ຄົ້ນຫາ ຂ່າວຄາວ

___following instructions
ຕາມຄຳ ບອກມາ

___organizing the work activities of others
ຈັດແຈ່ງ ວຽກການ ຂອງ ຜູ້ອື່ນ

___understanding written information
ເຂົ້າໃຈຂ່າວ ທີ່ຂຽນ

___being neat and clean in appearance
ທ່າທາງ ຮູບຮ່າງ ແລະ ສະອາດ

___knowing your strengths and weaknesses
ຮູ້ຈັກຈຸດ ແຂງ ແລະ ອ່ອນ ຂອງທ່ານ

___giving an honest day's work
ເຮັດວຽກ ທີ່ຊື່ສັດ ໃຫ້ ມື້ໜຶ່ງ

___loyalty to your organization
ສັດຊື່ ຕໍ່ ສພາ ຂອງ ທ່ານ

___making independent decisions
ຕັດສິນ ໃຈໂດຍ ຕົນເອງ

___using initiative and imagination
ມີການ ໃຊ້ ຫົວຄິດ ແລະ ບໍ່ຕ້ອງໃຫ້ຄົນອື່ນບອກ

___knowing how to use materials and equipment
ຮູ້ຈັກໃຊ້ ເຄື່ອງ ແລະ ເຄື່ອງມື

___having specialized training
ໄດ້ເປັນການສຶກສາໂດຍສະເພາະ

___knowledge of operating procedures
ຄວາມຮູ້ໃນຕົນ ວິທີໃຊ້.

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*Adapted from SAFARI, San Bernardino, California: San Bernardino County Superintendent of Schools Office.

SKILLS AND QUALITIES OF SUCCESSFUL WORKERS (Cont.)
ສີມືແລະ ຄຸນພາບຂອງການສໍາເລັດຂອງຄົນງານ (ຕໍ່.)

___working under pressure
ເຮັດການຢູ່ໃຕ້ຄວາມບັງຄັບ

___adjusting to work situations
ປ່ຽນແປງໄປຕາມວຽກການ

___following safety regulations
ເຮັດຕາມກົດລະບຽບຂອງການປອດໄພ

___working without close supervision
ເຮັດການໂດຍບໍ່ມີຄວາມຄວບຄຸມ

___managing time and materials effectively
ກໍາກັບເວລາ ແລະສິ່ງຂອງໃຫ້ເປັນດີ

2. For each of the skills you rated #1, put an * by each one that you feel you have. What can you do to improve in the others?
ແຕ່ລະອັນທີ່ທ່ານໃຫ້ໄວ້ ນໍາເບີ ນຶ່ງ, ຈົ່ງໝາຍດາວໃສ່ອັນທີ່ທ່ານຮູ້ສຶກ
ວ່າທ່ານມີສີມືດັ່ງກ່າວ. ທ່ານຈະເຮັດຈັ່ງໃດທີ່ຈະເຮັດໃຫ້ອັນອື່ນດີຂຶ້ນ

SUCCESSFUL EMPLOYEE PUZZLE

ຄວາມສຳເລັດຂອງພະນັກງານ ຄັນບັນຫາ

ACROSS:
ໄປທາງຂ້າງ

1. Try to lessen your employer's ________________, not create them.
ພຍາຍາມເຮັດໃຫ້ ບັນເທົາ ບໍ່ແມ່ນສ້າງ ມັນຂຶ້ນ
ກ່ຽວກັບ ນາຍຈ້າງ ຂອງທ່ານ

2. Having ______________ in yourself is the first big step toward assuming your duties and responsibilities successfully.
ໃຫ້ມີ ______________ ຢູ່ໃນຕົວຂອງທ່ານ ຈະເປັນ ຂັ້ນແຮກ ທີ່ທ່ານຈະຮັບ ການຮັບຜິດຊອບ ທີ່ສຳເລັດ ທີ່ສຸດ.

3. True or False: Since your employer is more experienced than you, if he tells you to do something a certain way, DO IT.
ຖືກ ຫຼື ຜິດ. ທີ່ວ່າ ນາຍຈ້າງ ມີ ຄວາມ ປະສົບປະການ ກວ່າ ທ່ານ ຖ້າວ່າ ລາວ ບອກວ່າ ທ່ານໄປເຮັດສິ່ງໃດສິ່ງ ນຶ່ງ ຕາມວິທີ ນຶ່ງ ຈົ່ງເຮັດຕາມບອກ.

4. Try to retain a degree of ______________ no matter what the situation.
ພຍາຍາມເກັບໄວ້ ຂັ້ນ ນຶ່ງ ______________ ບໍ່ວ່າ ເຫດການເປັນ ຢ່າງໃດ.

5. An employer wants a ______________, not just an employee.
ນາຍຈ້າງ ຕ້ອງການ ອັນ ນຶ່ງ ______________ ບໍ່ແມ່ນແຕ່ ພະນັກງານ ຄົນນຶ່ງ

6. True or False: If you make good money, your work will be enjoyable.
ຖືກ ຫຼື ຜິດ : ຖ້າວ່າ ທ່ານໄດ້ຮັບເງິນດີ, ວຽກຂອງ ທ່ານ ຈະເປັນວຽກໜ້າສະໜຸກ

DOWN:
ໄປທາງລຸ່ມ

7. A person's attitude toward his or her employer and his or her job is reflected in his or her arrival time at work. Be ________________.
ຄວາມ ຄິດຂອງຄົນ ຜູ້ ນຶ່ງ ມີຕໍ່ ນາຍຈ້າງ ຂອງລາວ, ແລະ ວຽກການຂອງລາວ ຈະສແດງ ໃຫ້ ເຫັນ ກ່ຽວກັບ ລາວມາການ ຕາມເວລາ. ໃຫ້ ________________

8. ________________ to those around you.
________________ ສະເພາະ ຄົນທີ່ຢູ່ໃກ້ຄຽງທ່ານ.

SUCCESSFUL EMPLOYEE PUZZLE (Cont.)
ຄວາມສຳເລັດຂອງພະນັກງານກັບບັນຫາ (ຕໍ່.)

9. You must have rapport with the ______________ you serve.
ທ່ານຕ້ອງມີຄວາມປອງດອງກັບ ______________ ທ່ານຮັບໃຊ້

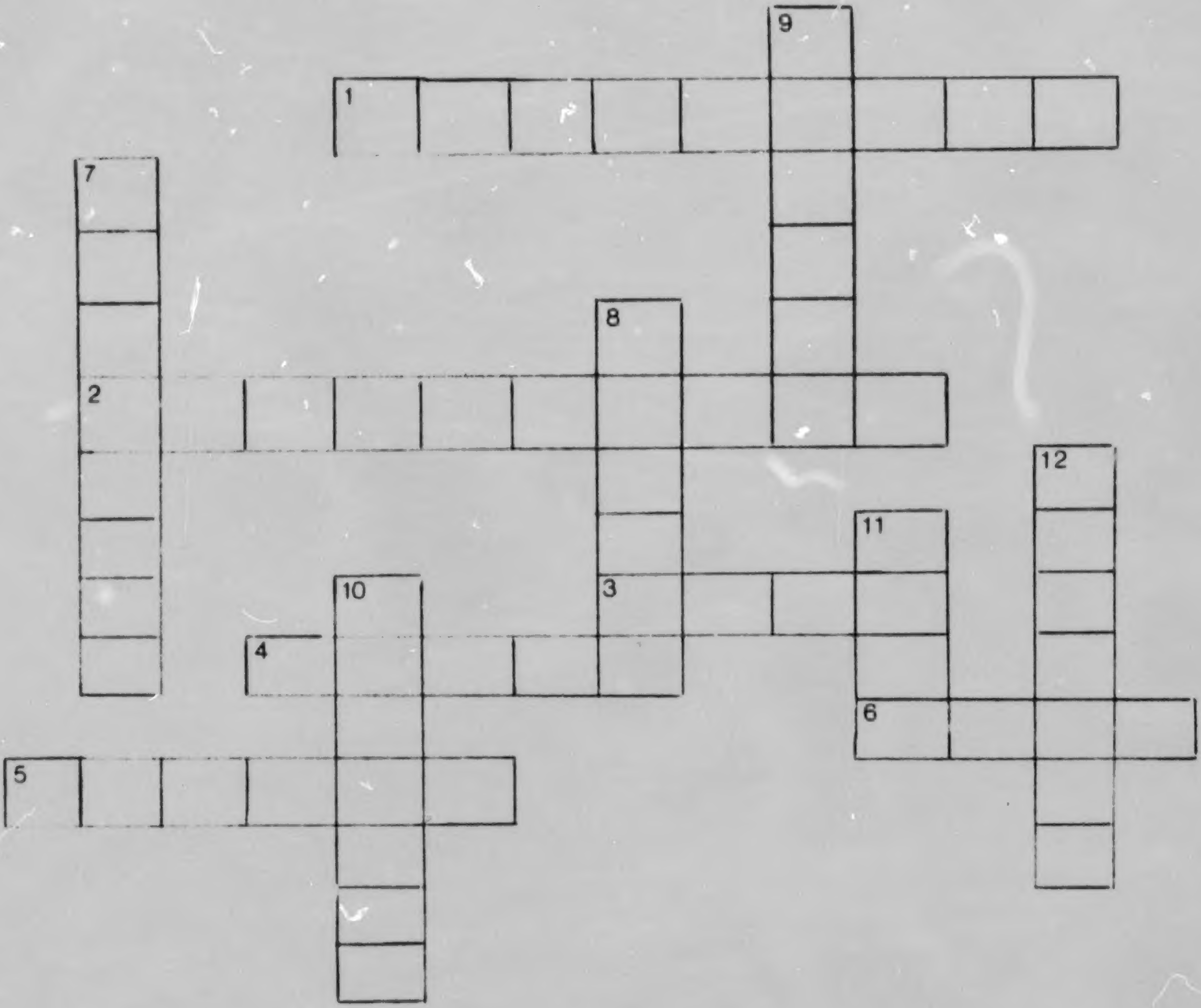
10. An employer wants a person whose ______________ is unquestioned; someone he can trust.
ນາຍຈ້າງຕ້ອງການຄົນທີ່ເຂົາເຊື່ອໄດ້ ______________ ເປັນຄົນທີ່ບໍ່ມີຄຳຖາມ

11. ______________-improvement in the basic skills will often make your work more enjoyable as well as more efficient.
______________ ການຂັ້ນພື້ນຖານ ຈື່ ມີສ່ວນມາກ ຈະເຮັດໃຫ້ວຽກ
ການຂອງທ່ານ ມີຄວາມມ່ວນຊື່ນ ແລະດີກວ່າເກົ່າ.

12. Demonstrate your ______________ to your boss by letting him know that you are on his side.
ໃຫ້ນາຍທ່ານຮູ້ວ່າທ່ານຢູ່ທາງ.
ສະແດງຂອງທ່ານ ______________

SUCCESSFUL EMPLOYEE PUZZLE*

DIRECTIONS: Read the clues on the next page, and write the correct words in the puzzle.



*From SAFARI. San Bernardino County Schools Office, San Bernardino, California

SUCCESSFUL EMPLOYEE PUZZLE (Cont.)

CLUES

ACROSS:

1. Try to lessen your employer's ____________________, not create them.

2. Having ____________ in yourself is the first big step toward assuming your duties and responsibilities successfully.

3. True or False: Since your employer is more experienced than you, if he tells you to do something a certain way, DO IT.

4. Try to retain a degree of __________________ no matter what the situation.

5. An employer wants a __________________, not just an employee.

6. True or False: If you make good money, your work will be enjoyable.

DOWN:

7. A person's attitude toward his or her employer and his or her job is reflected in his or her arrival time at work. Be ___________________.

8. __________________________ to those around you.

9. You must have rapport with the _______________________ you serve.

10. An employer wants a person whose _____________________ is unquestioned; someone he can trust.

SUCCESSFUL EMPLOYEE PUZZLE (Cont.)

11. ____________________-improvement in the basic skills will often make your work more enjoyable as well as more efficient.

12. Demonstrate your ____________________ to your boss by letting him know that you are on his side.

OBJECTIVES:

1. Students will list at least 5 reasons why employees lose their jobs.
2. Students will roleplay difficult on-the-job situations.

INSTRUCTOR PREPARATION: Duplicate sufficient copies of Why Workers Lose Their Jobs (VI-2-SHa), Case Study: Heang M. (VI-2-SHb), and On-the-Job Problem Solving (VI-2-SHc).

PROCEDURE: Large-group discussion, small-group discussion, and roleplays.

MATERIALS:

1. Why Workers Lose Their Jobs (VI-2-SHa)
2. Case Study: Heang M. (VI-2-SHb)
3. On-the-Job Problem Solving (VI-2-SHc)
4. Wall charts and pens.

GUIDELINES:

NOTES:

In-Class Activities

1. Distribute Why Workers Lose Their Jobs (VI-2-SHa). Go over what these traits are. Ask students to add additional ones.
2. Distribute Case Study: Heang M. (VI-2-SHb). Divide the class into groups of 4-6 students to discuss the case study. Have each group list on wall charts the reasons why Heang should be fired or retained.

GUIDELINES (Cont.):

NOTES:

3. When groups finish, have a spokesperson from each small group share with the larger group. Discuss ways that Heang could be helped to be a better employee.

4. Distribute On-the-Job Problem Solving (VI-2-SHc). Ask volunteers to roleplay several situations with you and with other students. Discuss alternate strategies that could be used.

Optional Activity

Identify an employer who could speak to the class on the importance of positive work attitudes and how they affect the employer-employee relationship and job success.

Outside Activities

1. Ask students to rewrite the case study making the employee successful or write an essay using Good Employees (VI-2-SHd) as a guide.

2. Have students interview employers to discover reasons why workers lose their jobs. Have students submit oral or written reports on the interviews.

They should ask the employers for their opinions as to whether poor production or negative attitudes on the part of the worker are more apt to cause problems.

REFERENCES AND SUPPLEMENTARY MATERIALS:

CAMBODIAN

WHY WORKERS LOSE THEIR JOBS*

• ហេតុដូចម្តេចបានជាអ្នកធ្វើការងារត្រូវបាត់បង់ការងារ

Repeated studies show that more workers lose their jobs due to poor personal qualities than to lack of technical skills. Some of the qualities found most objectionable are:

ការសិក្សាដដែលៗ បង្ហាញឲ្យឃើញថា អ្នកធ្វើការត្រូវបាត់បង់ការងារ របស់ខ្លួន [illegible] លក្ខណៈសម្បត្តិ [illegible] ច្រើនជាង [illegible] ត្រូវបាត់បង់ការងារ ដោយសារខ្វះការប៉ិនប្រសប់ ។ លក្ខណៈសម្បត្តិ [illegible] មានដូចតទៅនេះ ៖

Carelessness
ខ្វះការប្រុងប្រយ័ត្ន

Unwillingness to follow rules
មិនចង់ធ្វើតាមច្បាប់ ឬ វិន័យ

Laziness
ខ្ជិល

Absence or tardiness without cause
មិនបានមកធ្វើការ ឬ មកយឺតដោយគ្មានច្បាប់ហេតុផល

Troublemaking
បង្កបង្កើតការវិវាទ

Too much attention to outside interests
យកចិត្តទុកដាក់ [illegible] ច្រើនពេក

Lack of initiative
ខ្វះបង្កើតគំនិត

Disloyalty
ខ្វះសេចក្តីស្វាមីភក្តិ

Irresponsibility
មិនទទួលការខុសត្រូវ

Lack of adaptability
ខ្វះការសម្រប

Misrepresentation
ធ្វើ[illegible]ខុសពីការពិត

Unreliability
រកទុកចិត្តមិនបាន

*Adapted from: Leeman, C., Project Director, Career Decision-Making: A Process Guide. Antioch, California: Antioch Unified School District, 1981.

WHY WORKERS LOSE THEIR JOBS (Cont.)

Lack of courtesy, rudeness
ខ្វះការគួរសម , ព្រហើន

Unwillingness to cooperate with others
មិនចង់ធ្វើសហប្រតិបត្តិការជាមួយអ្នកដទៃ

Drinking to excess
ផឹកគ្រឿងស្រវឹងច្រើនពេក

Indifference to others and to the job
ធ្វើព្រងើយកន្តើយនឹងអ្នកដទៃ និងការងារ

Unwillingness to accept constructive criticism
មិនព្រមទទួលការរិះគន់ដើម្បីស្ថាបនា

CASE STUDY: HEANG M.
សិក្សាសំណុំរឿង : ហ៊ាង ម

Heang M. was hired as a clerk-typist for Smith Company in March 1978. In September the following report on his progress was read by his supervisor.

ក្រុមហ៊ុនស្មិតបានជួល ហ៊ាង ម ឲ្យធ្វើការជាស្មៀនវាយអង្គុលីលេខ កាលពីខែមិនា ១៩៧៨ ។ ដល់ខែកញ្ញា មេការត្រួតត្រាបានធ្វើ សេចក្ដីរាយការណ៍ពីការរីកចម្រើនរបស់ហ៊ាង ម ដូចតទៅនេះ ៖

1. March 1 Appearance neat. Reported for work at 8:05
១. ១ មិនា ស្លៀកពាក់ពិតជាស្អាតបាត ចូលធ្វើការម៉ោង ៨:០៥

2. March 5 Absent (cold)
២. ៥ មិនា ឈប់ធ្វើការ (ព្រោះផ្ដាសាយ)

3. March 8 Late. Complained of a sore throat to others
៣. ៨ មិនា មកយឺត ប្រាប់អ្នកដទៃថា ឈឺបំពង់ក

4. March 9 Absent
៤. ៩ មិនា ឈប់ធ្វើការ

5. April 2 Absent
៥. ២ មេសា ឈប់ធ្វើការ

6. April 12 Requested two days off for personal reasons
៦. ១២ មេសា សុំឈប់ធ្វើការពីរថ្ងៃ ព្រោះមានការរវល់ផ្ទាល់ខ្លួន

7. April 26 Salary increase recommended by supervisor
៧. ២៦ មេសា អ្នកត្រួតត្រាសុំឲ្យគេឡើងប្រាក់ខែ

8. May 3 Heang absent in the p.m.
៨. ៣ ឧសភា ហ៊ាង ម ឈប់ធ្វើការពេលរសៀល

9. May 4 Absent
៩. ៤ ឧសភា ឈប់ធ្វើការ

10. May 27 Absent
១០. ២៧ ឧសភា ឈប់ធ្វើការ

11. June 8 Heang appears bored and unresponsive
១១ ៨ មិថុនា ហ៊ាង ម ដូចជាការធុញទ្រាន់ ហើយ មិនឆ្លើយការសួរនាំ

12. June 15 Pay increase granted
១២ ១៥ មិថុនា បានឡើងប្រាក់ឈ្នួលធ្វើការ

13. July 7 Absent
១៣ ៧ កក្កដា ឈប់ធ្វើការ

CASE STUDY: HEANG M. (Cont.)

14. July 17 Absent
១៤. ១៧កក្កដា ឈប់ធ្វើការ

15. August 4 Absent
១៥. ៤ សីហា ឈប់ធ្វើការ

16. August 9 Absent
១៦. ៩ សីហា ឈប់ធ្វើការ

17. September - Report due
១៧. កញ្ញា - ដល់ថ្ងៃធ្វើសេចក្តីរាយការ

Would you retain Heang?
តើលោកអ្នកចង់ការទុកហ៊ាងឲ្យនៅធ្វើការទៀតទេ?

Why or why not?
ហេតុអ្វី ?

ON-THE-JOB PROBLEM SOLVING*

ដោះស្រាយបញ្ហាពេលធ្វើការ

DIRECTIONS: From the following list of suggested problems, role play what you could do in the situation. Discuss how to prevent or improve the situation.

សេចក្តីណែនាំ : [illegible]

1. You come to work late.

១. [illegible]

2. Boss keeps you working after your regular hours.

២. [illegible]

3. A co-worker agrees to do something for you. He or she does it incorrectly.

៣. [illegible]

4. One employee grabs all the customers coming into the store.

៤. [illegible]

5. You observe an individual shoplifting.

៥. [illegible]

6. You observe another employee taking something from the department.

៦. [illegible]

7. Another employee asks you about your pay.

៧. [illegible]

8. You observe another employee taking something from the department and he tries to get you involved.

៨. [illegible]

9. A friend asks you how he or she can get a promotion.

៩. [illegible]

10. You want more fringe benefits from your boss.

១០. [illegible]

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*Adapted from: Washburn, W., Vocational Entry Skills For Secondary Students. San Rafael, California: Academic Therapy Publications, 1975.

ON-THE-JOB PROBLEM SOLVING (Cont.)

11. An employer fires an employee because the employee fails to follow orders.

១១. និយោជកផ្ដាច់ចេញអ្នកធ្វើការ មិនបណ្ដោយធ្វើការ ព្រោះអ្នកនោះមិន
ព្រមធ្វើតាមបញ្ជារខ្លួន

12. A very aggressive salesperson tries to secure a date with the secretary who does not wish to have a date.

១២. អ្នកលក់អីវ៉ាន់ ប្រុសម្នាក់ដែលឈ្លើយ ព្យាយាមសុំណាត់ជួប នឹងលេខាធិការ
របស់ខ្លួន ដោយលេខាធិការនោះ មិនចង់ អោយជួបណាត់គេទេ

13. An irate customer phones the company and is referred to you.

១៣. ភ្ញៀវខឹងម្នាក់ ទូរស័ព្ទទៅក្រុមហ៊ុន ហើយនិយាយដល់ឈ្មោះលោកអ្នកនាង

14. A friend keeps calling in for personal reasons during office hours and you want to stop these calls.

១៤. មិត្តទូរស័ព្ទមករកលោកអ្នកនាងរាល់ពេលដែលលោកអ្នកនាងកំពុង
ធ្វើការ ដោយសាររឿងផ្ទាល់ខ្លួន ហើយលោកអ្នកនាងចង់អោយគេឈប់ទូរស័ព្ទ

15. The boss threatens to fire you because you forgot to call in when you were sick.

១៥. ចៅហ្វាយគំរាមថានឹងបណ្ដេញលោកអ្នកនាងអោយឈប់ធ្វើការ
ព្រោះលោកអ្នកនាងភ្លេចទូរស័ព្ទប្រាប់គាត់នៅពេលដែលលោក
អ្នកនាងឈឺ។

UNIT VI/LESSON 2
VI-2-SHd
CAMBODIAN

GOOD EMPLOYEES*
និយោជិតល្អ

DIRECTIONS: Write an essay using the following questions as a guide.
សេចក្ដីណែនាំ: ចូរសរសេរប្រលោកតែងដោយប្រើសំនួរតទៅនេះជាលំនាំ

1. What, in your opinion, are the real reasons most employees are fired?
១. បើតាមយោបល់លោកអ្នករាល់ តើមកពីហេតុអ្វីខ្លះដែលនិយោជិកច្រើនតែត្រូវបណ្ដេញអ្នកធ្វើការចោល ឲ្យឈប់?
2. How should an employee react to criticism from the boss?
២. តើនិយោជិកត្រូវធ្វើយ៉ាងណាចំពោះចៅហ្វាយ ពេលចៅហ្វាយស្ដីបន្ទោសខ្លួន?
3. How should a person react to uncomfortable situations on the job?
៣. តើបុគ្គលម្នាក់ៗត្រូវបញ្ចេញអាកប្បកិរិយាយ៉ាងដូចម្ដេចចំពោះស្ថានការណ៍ដែលមិនស្រួលក្នុងការងារ
4. What, in your opinion, is behind making excuses for being late or doing a poor job? How should excuses be handled?
៤. តើលោកអ្នករាល់គ្នាយោបល់យ៉ាងណាចំពោះការដោះសាររបស់អ្នកធ្វើការ ទៅពេលមកធ្វើការមិនទាន់ពេល ឬធ្វើការមិនបានល្អ? តើគួរ [illegible] របៀបណា?
5. Why must the boss set and enforce work rules and regulations?
៥. តើហេតុដូចម្ដេចបានជាចៅហ្វាយត្រូវដាក់ច្បាប់ហើយប្រើច្បាប់នៅពេលធ្វើការ?
6. What is the difference between a duty and a responsibility of an employee?
៦. តើនាទី និង ការទទួលខុសត្រូវរបស់អ្នកធ្វើការមានលក្ខណៈខុសគ្នាយ៉ាងណា?
7. Why are attitudes and behaviors stressed so much to the new employee?
៧. តើហេតុដូចម្ដេច និយោជិកថ្មីៗត្រូវគេទទួលការប្រឹក្សាច្រើនក្នុងអាកប្បកិរិយា និងមារយាទណាស់ម្ល៉េះ?
8. What should be the relationship between the employer and the employee? How does this differ between your home country and the U.S.?
៨. តើនិយោជក និង និយោជិកត្រូវមានការទាក់ទងជាមួយគ្នាយ៉ាងណាខ្លះ? តើនិយោជក និង និយោជិកនៅស្រុកលោកអ្នករាល់គ្នាមានលក្ខណៈខុសពីប្រទេសអាមេរិកយ៉ាងដូចម្ដេចដែរ?
9. How can a job help the individual get along better with people? Give examples.
៩. តើការងារអាចជួយឲ្យបុគ្គលម្នាក់ៗមានការទាក់ទងល្អប្រសើរជាមួយអ្នកដទៃទៀត? ចូរលើកឧទាហរណ៍.
10. Why is it necessary for employees to think about consumer expectations? Give examples.
១០. តើមានការគិតយ៉ាងណាខ្លះ បានជានិយោជិកត្រូវគិតអំពីសេចក្ដីត្រូវការអ្នកទិញ ចូរលើកឧទាហរណ៍បញ្ជាក់:

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*Adapted from: SAFARI. San Bernardino, California: San Bernardino County Schools Office.

UNIT VI/LESSON 2
VI-2-SHa
VIETNAMESE

WHY WORKERS LOSE THEIR JOBS*
TẠI SAO NHÂN CÔNG MẤT VIỆC

Repeated studies show that more workers lose their jobs due to poor personal qualities than to lack of technical skills. Some of the qualities found most objectionable are:

Nhiều cuộc nghiến cứu lặp đi lặp lại cho thấy nhiều nhân cống bị mất việc vì kém tư cách hơn là vì thiếu khả năng kỹ thuật. Nhưng đặc tính thường đưa đến điều này là :

Carelessness
Không cẩn thận

Unwillingness to follow rules
Không muốn tuân theo lề luật

Laziness
Lười biếng

Absence or tardiness without cause
Vắng mặt hay đi trễ không có lý do

Troublemaking
Gây rắc rối

Too much attention to outside interests
Quá chú trọng đến quyền lợi bên ngoài

Lack of initiative
Thiếu sáng kiến

Disloyalty
Không trung thành

Irresponsibility
Vô trách nhiệm

Lack of adaptability
Thiếu thích ứng

Misrepresentation
Diễn dịch sai

Unreliability
Không đáng tin cậy

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*Adapted from: Leeman, C., Project Direcotr, Career Decision-Making: A Process Guide, Antioch Unified School District, Antioch, California, 1981.

WHY WORKERS LOSE THEIR JOBS (Cont.)
TẠI SAO NHÂN CÔNG MẤT VIỆC (t.t)

Lack of courtesy, rudeness
Thiếu lịch sự, thô lỗ

Unwillingness to cooperate with others
Không muốn hợp tác với người khác

Drinking to excess
Uống nhiều rượu

Indifference to others and to the job
lãnh đạm với người khác và với công việc

Unwillingness to accept constructive criticism
Không chấp nhận sự chỉ trích xây dựng

CASE STUDY: HEANG M.
TRƯỜNG HỢP ĐIỂN HÌNH : HEANG M.

Heang M. was hired as a clerk-typist for Smith Company in March 1978. In September the following report on his progress was read by his supervisor.
Heang M. được thuê làm thư ký đánh máy cho công ty Smith vào tháng Ba năm 1978. Đến tháng chín, người chỉ huy đọc bản báo cáo sau đây về diễn tiến làm việc của anh ta.

1.	March 1 1 tháng 3	Appearance neat. Reported for work at 8:05 Bề ngoài đàng hoàng. Đến làm việc vào lúc 8 giờ 5 phút
2.	March 5 5 tháng 3	Absent (cold) Vắng mặt (bị cảm)
3.	March 8 8 tháng 3	Late. Complained of a sore throat to others Đi làm trễ. Phàn nàn với mọi người là bị đau cổ họng
4.	March 9 9 tháng 3	Absent Vắng mặt
5.	April 2 2 tháng 4	Absent Vắng mặt
6.	April 12 12 tháng 4	Requested two days off for personal reasons Xin nghỉ hai ngày phép cá nhân
7.	April 26 26 tháng 4	Salary increase recommended by supervisor Cấp chỉ huy đề nghị tăng lương
8.	May 3 3 tháng 5	Heang absent in the p.m. Heang vắng mặt buổi chiều
9.	May 4 4 tháng 5	Absent Vắng mặt
10.	May 27 27 tháng 5	Absent Vắng mặt
11.	June 8 8 tháng 6	Heang appears bored and unresponsive Heang có vẻ chán nản và lơ là
12.	June 15 15 tháng 6	Pay increase granted Được tăng lương
13.	July 7 7 tháng 7	Absent Vắng mặt

CASE STUDY: HEANG M. (Cont.)
TRƯỚNG HỘP ĐIỀN HÌNH: HEANG M. (t.t)

14. July 17 Absent
17 tháng 7 Vắng mặt

15. August 4 Absent
4 tháng 8 Vắng mặt

16. August 9 Absent
9 tháng 8 Vắng mặt

17. September - Report due
Tháng Chín Đáo hạn báo cáo

Would you retain Heang?
Liệu bạn có giữ Heang lại không ?

Why or why not?
Tại sao giữ, tại sao không ?

UNIT VI/LESSON 2
VI-2-SHc
VIETNAMESE

ON-THE-JOB PROBLEM SOLVING*
GIẢI QUYẾT VẤN ĐỀ TRONG KHI LÀM VIỆC *

DIRECTIONS: From the following list of suggested problems, role play what you could do in the situation. Discuss how to prevent or improve the situation.
CHỈ DẪN : Dựa theo bản kê sau đây về những vấn đề có thể xảy ra, thử xem bạn có thể làm gì khi ở vào hoàn cảnh đó. Hãy thảo luận về phương cách phòng ngừa và cải thiện hoàn cảnh.

1. You come to work late.
   Bạn đi làm việc trễ
2. Boss keeps you working after your regular hours.
   Cap tren giu ban lam viec qua gio
3. A co-worker agrees to do something for you. He or she does it incorrectly.
   Một người cũng làm việc với bạn đồng ý làm một điều gì đó cho bạn.
   Anh ta hay cô ta không làm đúng.
4. One employee grabs all the customers coming into the store.
   Một nhân công vồ lấy hết mọi khách hàng vào tiệm.
5. You observe an individual shoplifting.
   Bạn nhìn thấy một người ăn cắp hàng hoá.
6. You observe another employee taking something from the department.
   Bạn nhìn thấy một nhân viên khác ăn cắp đồ của sở.
7. Another employee asks you about your pay.
   Một nhân viên khác hỏi về lương của bạn.
8. You observe another employee taking something from the department and he tries to get you involved.
   Bạn nhìn thấy một nhân viên khác ăn cắp đồ của sở và anh ta cố làm cho bạn liên quan vào.
9. A friend asks you how he or she can get a promotion.
   Một người bạn hỏi bạn xem cách nào anh ta hay cô ta có thể được thăng chức.
10. You want more fringe benefits from your boss.
    Bạn muốn chủ nhân cấp thêm quyền lợi phụ.

*Adapted from: Washburn, W., Vocational Entry Skills For Secondary Students, San Rafael, California, Academic Therapy Publications, 1975.

ON-THE-JOB PROBLEM SOLVING (Cont.)
GIẢI QUYẾT VẤN ĐỀ TRONG KHI LÀM VIỆC (T.t)

11. An employer fires an employee because the employee fails to follow orders.
Chủ nhấn đuổi một người làm cống vì người nãy không tuân lệnh.

12. A very aggressive salesperson tries to secure a date with the secretary who does not wish to have a date.
Mốt anh bán hàng rất ngo ngao cố vời cho được một cái hẹn với cỏ thư ký mả cô nãy thì không muốn.

13. An irate customer phones the company and is referred to you.
Một khách hảng giận dữ gọi điện thoại cho cống ty vả nếu ra tến bạn.

14. A friend keeps calling in for personal reasons during office hours and you want to stop these calls.
Mốt người bạn cứ gọi điện thoại đến sở bạn vì viếc riếng trong giớ lảm viẹc vã bạn muốn người ấy đừng gọi nưã.

15. The boss threatens to fire you because you forgot to call in when you were sick.
Chủ nhấn dọa sế đuổi bạn vì bạn quên gọi baó trước khi bị bệnh.

UNIT VI/LESSON 2
VI-2-SHd
VIETNAMESE

GOOD EMPLOYEES*
NHÂN VIÊN TỐT *

DIRECTIONS: Write an essay using the following questions as a guide.
CHI DẪN : Viết một bài, dùng các câu hỏi sau đây như một hướng dẫn.

1. What, in your opinion, are the real reasons most employees are fired?
   Theo quan niệm của bạn, những lý do chính nào khiến cho phần lớn nhân viên bị đuổi ?
2. How should an employee react to criticism from the boss?
   Nhân viên phải phản ứng như thế nào đối với sự chỉ trích của chủ nhân ?
3. How should a person react to uncomfortable situations on the job?
   Một người phải phản ứng như thế nào trước một hoàn cảnh khó chịu trong công việc ?
4. What, in your opinion, is behind making excuses for being late or doing a poor job? How should excuses be handled?
   Theo quan niệm của bạn, cái gì ở đàng sau việc tạo ra lý cớ để đi làm trễ hoặc làm việc kém ? Những lý cớ này phải được giải quyết như thế nào ?
5. Why must the boss set and enforce work rules and regulations?
   Tại sao cấp chỉ huy phải đặt ra và áp dụng những qui luật làm việc ?
6. What is the difference between a duty and a responsibility of an employee?
   Điều gì khác biệt giữa bổn phận và trách nhiệm của một nhân viên ?
7. Why are attitudes and behaviors stressed so much to the new employee?
   Tại sao vấn đề thái độ và tác phong được đặt nặng đối với nhân viên mới ?
8. What should be the relationship between the employer and the employee? How does this differ between your home country and the U.S.?
   Tương quan chủ thợ phải như thế nào ? Về điều này, sự khác nhau giữa xứ bạn và Hoa Kỳ như thế nào ?
9. How can a job help the individual get along better with people? Give examples.
   Công việc có thể giúp cho cá nhân hòa hợp với người khác như thế nào ? Cho thí dụ.
10. Why is it necessary for employees to think about consumer expectations? Give examples.
    Tại sao nhân viên phải nghĩ đến những gì khách hàng mong đợi ở họ ? Cho thí dụ.

*Adapted from: SAFARI, San Bernardino, California, San Bernardino County Schools Office.

LAOTIAN

WHY WORKERS LOSE THEIR JOBS*

ດ້ວຍ ເຫດໃດ ພນັກງານຈຶ່ງເສັຽງານ

Repeated studies show that more workers lose their jobs due to poor personal qualities than to lack of technical skills. Some of the qualities found most objectionable are:

ຫຼາຍການຮຽນບອກວ່າ ສ່ວນ ມາກ ພນັກງານ ເສັຽງານ ກໍ ດ້ວຍວ່າ ຄຸນນະພາບ ໃນຕົວ ບໍ່ດີ ຫຼາຍ ກວ່າ ຄວາມຮູ້ ຝ່າຍເຄື່ອງ ບົນກົນໄກ ບໍ່ ພຽງພໍ. ບາງ ຄຸນນະພາບ ທີ່ໄດ້ ເຫັນ ບໍ່ ເໝາະ ສົມ ກໍ:

Carelessness
ບໍ່ເອົາໃຈໃສ່

Unwillingness to follow rules
ບໍ່ປະຕິບັດ ຕາມ ກົດ ລະ ບຽບ

Laziness
ຂີ້ ຄ້ານ

Absence or tardiness without cause
ຂາດການ ຊ້າການ ໂດຍບໍ່ມີ ເງື່ອນໄຂ

Troublemaking
ກໍ່ກວນ ຄວາມຫຍຸ້ງ ຍາກ

Too much attention to outside interests
ເອົາໃຈໃສ່ ຄວາມສົນ ໃຈ ວຽກ ນອກ ຫຼາຍໂພດ

Lack of initiative
ບໍ່ມີ ຄວາມ ຕັ້ງ ໃຈໄປເຮັດ ກ່ອນ

Disloyalty
ບໍ່ສັດຊື່ ຕໍ່

Irresponsibility
ບໍ່ມີ ຄວາມ ຮັບຜິດຊອບ

Lack of adaptability
ບໍ່ມີ ຄວາມສາມາດ ເຮັດໄປມາ

Misrepresentation
ເປັນ ຜູ້ຕ່າງໜ້າໄປ ທາງຜິດ

Unreliability
ເຊື່ອ ຖື ບໍ່ ໄດ້.

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*Adapted from: Leeman, C., Project Director, Career Decision-Making: A Process Guide, Antioch, California: Antioch Unified School District, 1981.

UNIT VI/LESSON 2
VI-2-SHa

LAOTIAN

WHY WORKERS LOSE THEIR JOBS (Cont.)
ດວັຍເຫດໃດພນັກງານຈຶ່ງຕົກງານ (ຕໍ່.)

Lack of courtesy, rudeness
ບໍ່ມີການເກງໃຈ, ລວນລາມ

Unwillingness to cooperate with others
ບໍ່ມີໃຈໄປຮ່ວມໄມ້ຮ່ວມມືນຳຄົນອື່ນ

Drinking to excess
ດື່ມເຫຼົ້າເກີນກໍານົດ

Indifference to others and to the job
ຕ່າງໝູ່ແລະບໍ່ເອົາວຽກ

Unwillingness to accept constructive criticism
ບໍ່ມີໃຈໄປຮັບຄວາມຕໍ່ວ່າທີ່ຖືກຕ້ອງ

CASE STUDY: HEANG M.
ບົດຮຽນ ແຮງ ແອມ.

Heang M. was hired as a clerk-typist for Smith Company in March 1978. In September the following report on his progress was read by his supervisor.
ແຮງ ແອມໄດ້ຮັບ ມາເປັນສະມຽນພິມ ດີດ ບໍລິສັດ ສະມິດ ໃນເດືອນສາມ 1978.
ໃນເດືອນເກົ້າ ນາຍຂອງລາວໄດ້ອ່ານການ ກ້າວໜ້າຂອງວຽກການຂອງລາວ ດັ່ງຕໍ່ໄປນີ້.

1. March 1 Appearance neat. Reported for work at 8:05
   ເດືອນສາມ ໜຶ່ງ ເບິ່ງຂຶ້ນມາຮຽບຮ້ອຍ. ລາຍງານເຂົ້າເຮັດການ ເວລາ ໘:໐໕
2. March 5 Absent (cold)
   ເດືອນສາມ ຫ້າ ຂາດການ (ເປັນຫວັດ)
3. March 8 Late. Complained of a sore throat to others
   ເດືອນສາມ ແປດ ຊ້າ. ຈົ່ມໃຫ້ກັນອື່ນ ຟັງວ່າ ເຈັບຄໍ
4. March 9 Absent
   ເດືອນສາມເກົ້າ ຂາດການ
5. April 2 Absent
   ເດືອນສີ່ ສອງ ຂາດການ
6. April 12 Requested two days off for personal reasons
   ເດືອນສີ່ສິບສອງ ຂໍຮັບ ຂໍລາພັກ ສອງມື້ ເຫດຜົນສ່ວນຕົວ
7. April 26 Salary increase recommended by supervisor
   ເດືອນສີ່ຊາວຫົກ ນາຍຄຸມແນະນຳໃຫ້ຂຶ້ນ ເງິນເດືອນ
8. May 3 Heang absent in the p.m.
   ເດືອນຫ້າສາມ ແຮງ ຂາດການຕອນແລງ
9. May 4 Absent
   ເດືອນຫ້າສີ່ ຂາດການ
10. May 27 Absent
    ເດືອນຫົກຊາວເຈັດ ຂາດການ
11. June 8 Heang appears bored and unresponsive
    ເດືອນຫົກແປດ ແຮງ ເບິ່ງຂຶ້ນມາ ເບື່ອ ແລະບໍ່ເອົາໃຈໃສ່
12. June 15 Pay increase granted
    ເດືອນຫົກສິບຫ້າ ຂຶ້ນເງິນເດືອນໃຫ້
13. July 7 Absent
    ເດືອນເຈັດເຈັດ ຂາດການ

CASE STUDY: HEANG M. (Cont.)

ບົດຮຽນ : ແຮງ ແອມ (ຕໍ່)

14. July 17 Absent
ເດືອນ ເຈັດ ສິບເຈັດ ຂາດການ
15. August 4, Absent
ເດືອນ ແປດ ສີ່ ຂາດການ
16. August 9 Absent
ເດືອນ ແປດ ເກົ້າ ຂາດການ
17. September - Report due
ເດືອນ ເກົ້າ ເຖິງ ເວລາ ລາຍງານ

Would you retain Heang?
ທ່ານ ເຈົ້າ ເອົາ ແຮງ ໄວ້ ບໍ່ ?

Why or why not?
ດ້ວຍເຫດໃດ ຫຼືວ່າ ດ້ວຍເຫດໃດບໍ່ເອົາ ?

UNIT VI/LESSON 2
VI-2-SHc
LAOTIAN

ON-THE-JOB PROBLEM SOLVING*

ການແກ້ໄຂບັນຫາຢູ່ບ່ອນເຮັດການ

DIRECTIONS: From the following list of suggested problems, role play what you could do in the situation. Discuss how to prevent or improve the situation.

ການຊີ້ແຈງ : ຕາມບັນຫາທີ່ກ່າວໄວ້ນີ້ ເຮັດຕາມໜ້າທີ່ ທ່ານຈະເຮັດຢ່າງໃດ
ໃນສະພາບ : ສົນທະນາວິທີປ້ອງກັນ ຫຼືວ່າ ເຮັດໃຫ້ສະພາບດີຂຶ້ນ.

1. You come to work late.
   ທ່ານ ມາ ການ ຊ້າ
2. Boss keeps you working after your regular hours.
   ນາຍເຮັດ ໃຫ້ທ່ານ ເຮັດວຽກ ຫຼັງຈາກ ຊົ່ວໂມງ ທໍາມະດາ
3. A co-worker agrees to do something for you. He or she does it incorrectly.
   ຜູ້ເຮັດການນໍາ ຕົກລົງຈະເຮັດຫຍັງ ໃຫ້ທ່ານ, ລາວເຮັດໃຫ້ໂດຍບໍ່ຖືກ.
4. One employee grabs all the customers coming into the store.
   ພະນັກງານ ຜູ້ໜຶ່ງ ເອົາລູກຄ້າເຂົ້າ ມາ ໃນຮ້ານ ໝົດ.
5. You observe an individual shoplifting.
   ທ່ານ ເຫັນ ບາງຄົນ ລັກເຄື່ອງ
6. You observe another employee taking something from the department.
   ທ່ານ ໄດ້ຕາ ເຫັນ ພະນັກງານ ຜູ້ໜຶ່ງ ເອົາເຄື່ອງຈາກຮ້ານຄ້າ
7. Another employee asks you about your pay.
   ພະນັກງານ ຜູ້ອື່ນ ຖາມທ່ານ ກ່ຽວກັບ ຄ່າຈ້າງ ຂອງທ່ານ
8. You observe another employee taking something from the department and he tries to get you involved.
   ທ່ານໄດ້ຕາເຫັນ ພະນັກງານຜູ້ໜຶ່ງ ເອົາເຄື່ອງຈາກຮ້ານຄ້າ ແລະຜູ້ນັ້ນຈະ
   ເອົາ ທ່ານ ເຂົ້າໄປຮ່ວມນໍາ
9. A friend asks you how he or she can get a promotion.
   ເພື່ອນ ຜູ້ນັ້ນ ຖາມທ່ານວ່າ ລາວຈະເຮັດແນວໃດ ລາວຈະໄດ້ເລື່ອນຊັ້ນ
10. You want more fringe benefits from your boss.
   ທ່ານ ຢາກໄດ້ກໍາໄລ ບໍ່ໂຮດ ເພີ່ມ ຈາກນາຍ ຂອງທ່ານ .

*Adapted from: Washburn, W., Vocational Entry Skills For Secondary Students, San Rafael, California: Academic Therapy Publications, 1975.

ON-THE-JOB PROBLEM SOLVING (Cont.)
ການແກ້ໄຂບັນຫາ ຢູ່ທີ່ບ່ອນເຮັດການ (ຕໍ່.)

11. An employer fires an employee because the employee fails to follow orders.
ນາຍຈ້າງໄລ່ພນັກງານຄົນໜຶ່ງອອກ ເພາະວ່າພນັກງານບໍ່ເຮັດຕາມຄໍາສັ່ງ.

12. A very aggressive salesperson tries to secure a date with the secretary who does not wish to have a date.
ຜູ້ຂາຍເຄື່ອງທີ່ດື້ດຶງ ພຍາຍາມໄປນັດເລຂາ ຜູ້ທີ່ບໍ່ຢາກມີນັດ.

13. An irate customer phones the company and is referred to you.
ລູກຄ້າທີ່ໃຈຮ້າຍໂທໄປຫາບໍລິສັດ ແລະ ແລ້ວກໍແນະນໍາມາຫາທ່ານ.

14. A friend keeps calling in for personal reasons during office hours and you want to stop these calls.
ເພື່ອນຜູ້ໜຶ່ງມີແຕ່ໂທມາ ເພື່ອເລື່ອງສ່ວນຕົວໃນເວລາເຮັດການ ແລະ ທ່ານ
ຢາກໃຫ້ມັນເຊົາສຽ

15. The boss threatens to fire you because you forgot to call in when you were sick.
ນາຍຈ້າງຂູ່ຈະໄລ່ທ່ານອອກ ເພາະວ່າທ່ານລືມໂທມາ ໃນເວລາທ່ານປ່ວຍ

GOOD EMPLOYEES*

ພນັກງານທີ່ດີ

DIRECTIONS: Write an essay using the following questions as a guide.

ການຊີ້ແຈງ : ແຕ່ງເລື້ອງໂດຍໃຊ້ຄວາມຖາມທີ່ກ່າວນີ້ ເປັນຕາເຈັງ

1. What, in your opinion, are the real reasons most employees are fired?
   ແມ່ນຫຍັງ, ໃນຄວາມຄິດຂອງທ່ານ, ທີ່ເຫດຜົນຂອງພນັກງານສວນມາກຖືກໄລ່ອອກ
2. How should an employee react to criticism from the boss?
   ພນັກງານຄວນຈະເຮັດຕໍ່ນາຍຈ້າງຢ່າງໃດ ເວລາຖືກຕຳນິ?
3. How should a person react to uncomfortable situations on the job?
   ຄົນຜູ້ໜຶ່ງຈະເຮັດຢ່າງໃດກັບສະພາບບໍ່ສົດຊື່ນໃນວຽກການ!
4. What, in your opinion, is behind making excuses for being late or doing a poor job? How should excuses be handled?
   ຢ່າງໃດ, ໃນຄວາມຄິດທ່ານ, ຈະຂໍອະພັຍຢ່າງໃດເວລາມາຊ້າ ຫຼືເຮັດວຽກບໍ່ດີ?
   ຈະເຮັດຢ່າງໃດກັບຄວາມຂໍໂທດ?
5. Why must the boss set and enforce work rules and regulations?
   ດ້ວຍເຫດໃດ ນາຍຈ້າງຕັ້ງກົດ ແລະ ຄວບຄຸມລະບຽບເຮັດການ?
6. What is the difference between a duty and a responsibility of an employee?
   ໜ້າທີ່ໜຶ່ງ ແລະ ການຮັບຜິດຊອບຂອງພນັກງານຜູ້ໜຶ່ງ ແຕກຕ່າງກັນຢ່າງໃດ?
7. Why are attitudes and behaviors stressed so much to the new employee?
   ດ້ວຍເຫດໃດ ຄວາມຄິດສະເພາະ ແລະ ນິໄສຈຶ່ງສໍາຄັນຫຼາຍ ຕໍ່ພນັກງານໃໝ່?
8. What should be the relationship between the employer and the employee? How does this differ between your home country and the U.S.?
   ນາຍຈ້າງ ແລະ ລູກຈ້າງ ຄວນຈະເປັນຢ່າງໃດ?
   ຢູ່ເມືອງຂອງທ່ານ ແລະ ຢູ່ສະຫະຣັດ ແຕກຕ່າງກັນຢ່າງໃດ?
9. How can a job help the individual get along better with people? Give examples.
   ຈະເຮັດວິທີໃດກັບຜູ້ໜຶ່ງຈະເຮັດດີຕໍ່ພົລເມືອງໃດ? ຈົ່ງໃຫ້ຕົວຢ່າງ.
10. Why is it necessary for employees to think about consumer expectations? Give examples.
    ດ້ວຍເຫດໃດ ພນັກງານຈຶ່ງຈໍາເປັນຄິດກ່ຽວກັບຄວາມຫວັງຂອງຜູ້ໃຊ້? ຈົ່ງໃຫ້ຕົວຢ່າງ

*Adapted from: SAFARI, San Bernardino, California: San Bernardino County Schools Office.

OBJECTIVES:

1. Students will list 10 employee rights.
2. Students will state examples of criteria by which employers evaluate employee job performance.

INSTRUCTOR PREPARATION:

1. Duplicate and distribute sufficient copies of Employee Rights (VI-3-SHa) before class.
2. Duplicate Employee Evaluation Worksheet (VI-3-SHb), Hewlett-Packard Evaluation Form (VI-3-SHc), Atari Performance Appraisal (VI-3-SHd), and Two Different Kinds of Workers (VI-3-SHe).

STUDENT PREPARATION:

Students should review Employee Rights (VI-3-SHa) before this lesson.

PROCEDURE:

Large-group discussion followed by completion of worksheets in small groups and discussion.

MATERIALS:

1. Employee Rights (VI-3-SHa)
2. Employee Evaluation Worksheet (VI-3-SHb)
3. Hewlett-Packard Evaluation Form (VI-3-SHc)
4. Atari Performance Appraisal (VI-3-SHd)
5. Two Different Kinds of Workers (VI-3-SHe)

GUIDELINES:

NOTES:

In-Class Activities

1. Review Employee Rights (VI-3-SHa) with students. Suggested questions:

   a. How do these rights compare with employee rights in your home country?

   b. Which rights do you think are too generous, if any? Which are not generous enough?

2. Introduce employee evaluations. Distribute Hewlett-Packard Evaluation Form (VI-3-SHc) and Employee Evaluation Worksheet (VI-3-SHb). Review with students the purpose of the evaluation and the criteria by which employees are being evaluated.

3. Divide students into small groups to complete the worksheet. Discuss results in large group.

4. Distribute Atari Performance Appraisal (VI-3-SHd). Discuss with students how the different evaluation forms are alike and different. On wall charts or chalkboard, have students list employee responsibilities which are evaluated on both evaluation forms.

Outside Activity

Have students complete Two Different Kinds of Workers (VI-3-SHe).

REFERENCES AND SUPPLEMENTARY MATERIALS:

UNIT VI/LESSON 3
VI-3-SHa
CAMBODIAN

EMPLOYEE RIGHTS*
សិទ្ធិនិយោជិក

Conditions of employment in the United States are spelled out in various laws and regulations. What follows here is a guide to the most important of these laws.

លក្ខខ័ណ្ឌៈនៃការងារនៅសហរដ្ឋអាមេរិកត្រូវបានចែងនៅតាមច្បាប់ និងវិន័យ ។ តទៅនេះ គឺជាការដឹកនាំទៅនូវច្បាប់ដែលមានចំណុចសំខាន់ ៖

Wages
ប្រាក់ឈ្នួល

Every employer must pay every employee, man or woman, not less than $3.35 per hour. This is by law. There are a few exceptions; for some minors under 18 and learners, over 18, the rate of pay for the first 160 hours on the job is $2.85 per hour.

និយោជកគ្រប់រូបត្រូវតែបើកប្រាក់ឈ្នួលដល់និយោជិក ទាំងប្រុសទាំងស្រីក្នុងមួយម៉ោង $៣.៣៥ នេះគឺច្បាប់ ។ មានការលើកលែងខ្លះ គឺចំពោះអ្នកមានអាយុតិចជាង ១៨ឆ្នាំ និងអ្នកដែលមានអាយុលើស ១៨ឆ្នាំ ត្រូវបានគេបើកប្រាក់ឈ្នួលក្នុងមួយម៉ោង $២.៨៥ នៅពេលធ្វើការក្នុង ១៦០ ម៉ោងដំបូងនៃមុខរបរ ។

Hours of Work
ពេលម៉ោងធ្វើការ

Most workers work eight hours a day, five days a week and must be paid 1½ times their regular rate of pay for work over 40 hours in a workweek and over 8 hours in a workday: They must be paid two times the regular rate for more than 12 hours of work in a day.

អ្នកធ្វើការភាគច្រើនធ្វើការ ៨ម៉ោងក្នុង ១ថ្ងៃ ហើយធ្វើការ ៥ថ្ងៃក្នុងមួយអាទិត្យ បើធ្វើការលើសពី ៤០ម៉ោងក្នុង ១អាទិត្យ ឬលើស ៨ម៉ោងក្នុង ១ថ្ងៃ អ្នកនោះត្រូវបានបើកប្រាក់ ១½ លើសប្រាក់ឈ្នួលធម្មតា ។ បើអ្នកនោះធ្វើការលើសពី ១២ម៉ោងក្នុង ១ថ្ងៃ គេត្រូវបើកប្រាក់ឈ្នួលពីរដងលើសពីប្រាក់ឈ្នួលធម្មតា ។

Employees who work seven straight days in a workweek must be paid time and one half (1½) for the first 8 hours on the seventh day of work and double time after that.

និយោជិកដែលធ្វើការ ៧ថ្ងៃក្នុង ១អាទិត្យ ត្រូវបានបើកប្រាក់ឈ្នួល ១½ នៅ ៨ម៉ោងដំបូងនៃថ្ងៃទី ៧ ហើយត្រូវបានបើកប្រាក់ឈ្នួលលើសពីរដងពីប្រាក់ឈ្នួលធម្មតានៅពេលក្រោយៗទៀត ។

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*From Katz, P.H., Project Director, Career Counseling Materials and Techniques For Use With Vietnamese. San Jose, California: San Jose City College, 1981.

EMPLOYEE RIGHTS (Cont.)

Meal Periods

ពេលញ៉ាំបាយ

Employees generally must be given a half hour meal break, free of duty, for which the employer need not pay. If the employee's work is the kind that does not permit a duty-free half hour, the employee can agree in writing to a shorter period, for which the employee must be paid.

តាមធម្មតា អ្នកធ្វើការត្រូវបានសម្រាកកន្លះម៉ោង ដើម្បីបរិភោគអាហារ, ដោយគ្មានការងារ, ហើយនេះ នាយការមិនចាំបាច់បង់ប្រាក់ឈ្នួលទេ ។ ក៏ប៉ុន្តែ បើការងារនោះ អ្នកធ្វើការមិនបានសម្រាកកន្លះម៉ោងដោយគ្មានការងារទេ និយោជកត្រូវយល់ព្រមជាលាយលក្ខណ៍អក្សរ ឲ្យសម្រាកតិចជាងកន្លះម៉ោង ហើយក្នុងករណីនេះ អ្នកធ្វើការត្រូវបានប្រាក់ឈ្នួលដដែល ។

Rest Periods

ពេលសម្រាក

Every employee must be allowed to take a rest period of at least 10 minutes (paid time) for every four hours worked (and a third break if the employee works over 10 hours). The employee should be allowed to leave the work station but need not be allowed to leave the premises.

និយោជកត្រូវបានសម្រាកយ៉ាងតិច ១០ នាទី (ត្រូវបានប្រាក់ឈ្នួល) គ្រប់ៗពេលធ្វើការបួនម៉ោង (ត្រូវបានសម្រាកលើកទីបី បើនិយោជកនោះធ្វើការលើស ១០ ម៉ោង) ។ និយោជកអាចឲ្យចេញបានពីកន្លែងធ្វើការបានខ្លះ ក៏ប៉ុន្តែមិនអាចឲ្យចេញពីអគារ ឬ ទាំងមូលនៃកន្លែងធ្វើការនោះទេ ។

Workers Compensation

រង្វាន់អ្នកធ្វើការ

Every employer is required to provide protection to employees who are hurt on the job or become ill as a result of their job.

និយោជកគ្រប់រូបត្រូវផ្តល់កិច្ចការពារដល់និយោជក ក៏ដូចជាអ្នកណាដែលត្រូវរបួស ឬ ឈឺដោយសារតែធ្វើការ

In case of job-related injury or illness, workers should promptly report to the employer the fact that they have suffered a job-related injury or illness.

បើមានរបួស ឬ ឈឺដោយសារតែធ្វើការ និយោជកត្រូវរាយការណ៍ភ្លាម ទៅនិយោជកឲ្យដឹងថា ខ្លួនត្រូវរងនូវការរបួស ឬ ឈឺ ។

EMPLOYEE RIGHTS (Cont.)

The employer is responsible for the necessary medical care and for payment of temporary disability benefits at two-thirds of lost wages (up to a maximum of $119.00 a week). The employer is also responsible for long term benefits for permanent disability and vocational rehabilitation if needed.

និយោជកត្រូវទទួលការខុសត្រូវចំពោះការសំរាប់ព្យាបាលរោគដែលចាំបាច់នៃនិយោជិក និងចេញសងប្រាក់ បំណាច់ចំពោះ និយោជិកពិការមានកាលកំណត់ជាខណៈពេលប្រាក់ ២/៣ ភាគនៃប្រាក់ឈ្នួលពិការមិនបានធ្វើការ (កំណត់ខ្ពស់បំផុតគឺ ១១៩ ដុល្លារក្នុង១សប្តាហ៍) ។ និយោជកត្រូវទទួលខុសត្រូវចំពោះការចេញប្រាក់បំណាច់ ដល់និយោជិកពិការមានកាលអចិន្ត្រៃយ៍ និងការរៀបចំពេលយកបានវិញនូវវិជ្ជាជីវៈរបស់និយោជិក ។

Health and Safety

សុខភាព និងវិធានការការពារគ្រោះថ្នាក់

Employees are entitled to safe and healthful working conditions. The California Occupational Safety and Health Program (CAL/OSHA) is in charge of enforcing the occupational safety and health standards protecting employees' health and safety in the workplace.

និយោជិកត្រូវបានទទួលនូវការធានាពេលធ្វើការដោយគ្មានគ្រោះថ្នាក់ និងធ្វើការប្រកបដោយសុខភាពល្អ ។ កម្មវិធីសុខភាព និងការពារគ្រោះថ្នាក់នៃរដ្ឋកាលីហ្វ័រញ៉ា ជាអ្នកទទួលការខុសត្រូវចំពោះការប្រតិបត្តិការពារនិយោជិក នូវសុខភាព និងគ្រោះថ្នាក់ពេលនៅធ្វើការ ។

Employees or their representatives have the right to file a complaint requesting an inspection if they believe unsafe or unhealthful conditions exist at their workplace.

និយោជិក ឬ អ្នកតំណាងរបស់ខ្លួនមានសិទ្ធិ ដាក់ពាក្យប្តឹងសុំឲ្យគេមកពិនិត្យមើលកន្លែងធ្វើការបាន បើគិតថា និយោជិកនោះមានការសង្ស័យថា កន្លែងនោះមានគ្រោះថ្នាក់ការពារមិនល្អ និងគ្មានអនាម័យល្អ ។

An employee may not be discharged or discriminated against in any way for filing complaints concerning unsafe working conditions.

និយោជិកណាមួយដែលដាក់ពាក្យប្តឹងអំពីកន្លែងធ្វើការមានការការពារមិនល្អ និងមិនត្រូវបណ្តេញ ឬរើសអើងយ៉ាងណាមួយក្នុងការធ្វើការ ឬត្រូវគេប្រកាន់បក្សពួកទេ ។

Electronics Workers Safety and Health

វិធានការការពារគ្រោះថ្នាក់ និងអនាម័យនៃអ្នកធ្វើការអេឡិចត្រូនិក

Much is not known about the effects of exposure to the various substances used in the semiconductor industry. Employees' complaints of headaches,

មានរឿងច្រើនទៀតណាស់ ពិបាកគេដឹងពីផលនៃការប៉ះពាល់ បន្ទាប់ពីត្រូវធាតុផ្សេងៗ ដែលមានប្រើក្នុងរោងចក្រសេមីកុងឌុកទ័រ ។ មាននិយោជិកជាច្រើនបានត្អូញត្អែរពីការឈឺក្បាល , ឈឺភ្នែក , ចង្អោរ ពិបាកការ

eye strain, nausea may be symptoms of exposure to unsafe or unhealthful conditions on the job.

ចុកភ្នែក ចង្អោរ ប្រហែលជាសញ្ញាបញ្ជាក់ពីការនៅប៉ះពាល់ ឬ ត្រូវនឹងភាពគ្រោះថ្នាក់ ឬ មិនល្អ
ឬ ដល់គ្មានសុវត្ថិភាពនៅពេលធ្វើការ ។

Information about health and safety problems encountered by electronics workers can be obtained by calling the confidential PHASE hotline (408) 998-4050.

ព័ត៌មានស្ដីពីបញ្ហាសុខភាព និងគ្រោះថ្នាក់ដែលអ្នកធ្វើ
ការនៅរោងចក្រអេឡិចត្រូនិចត្រូវការដឹង សូមទូរស័ព្ទទៅ
កម្មវិធីសម្ងាត់ហ្វេស (៤០៨) ៩៩៨-៤០៥០

Paychecks at Termination of Employment

ការសងប្រាក់ខែនៅពេលគេបញ្ឈប់លែងអោយធ្វើការ

Quitting: Workers who quit a job are entitled to their paychecks within 72 hours of quitting. If a previous notice of 72 hours is given to an employer, an employee is entitled to his or her paycheck at the time of quitting.

ឈប់ធ្វើការ: អ្នកធ្វើការដែលឈប់ធ្វើការត្រូវបានប្រាក់ខែរបស់ខ្លួនក្នុង
រយៈពេល ៧២ ម៉ោងក្រោយពីពេលឈប់ ។ បើអ្នកធ្វើការបាន
ប្រាប់ដល់ចៅហ្វាយ ៧២ ម៉ោងមុនពេលឈប់ និងចៅហ្វាយនោះ ដឹងត្រូវ
បានទទួលប្រាក់ខែក្នុងថ្ងៃដែលឈប់នោះតែម្តង ។

Firing: Workers fired from their job are entitled to their final paychecks at the time of discharge.

ការបណ្តេញចេញអោយឈប់ធ្វើការ: អ្នកធ្វើការដែលត្រូវគេបណ្តេញចេញអោយឈប់ធ្វើ
ការត្រូវបានទទួលប្រាក់ខែចុងក្រោយបង្អស់នៅថ្ងៃដែលគេបណ្តេញចេញអោយឈប់

Unemployment Insurance

Most full-time jobs in business and industry are covered by unemployment insurance benefits. If you are laid off or terminated, you may be eligible to receive weekly unemployment payments for a certain number of weeks while looking for another job. Eligibility depends on whether the job you were doing is covered, how long you have worked, and the conditions of termination. The amount is related to the amount you were earning. State Employment Development Department (EDD) offices administer unemployment insurance.

ប្រាក់ធានារ៉ាប់រងពេលគ្មានការធ្វើ

អ្នកដែលធ្វើការពេញម៉ោង (ពេញលេញម៉ោងធ្វើការ) នៅក្នុងពាណិជ្ជកម្ម និងឧស្សាហកម្ម ភាគច្រើន
បានទទួលប្រាក់បំណាច់ ធានារ៉ាប់រងពេលគ្មានការធ្វើ ។ បើគេអោយលោកអ្នកឈប់
ឈប់ធ្វើការ លោកអ្នកអាចមានសិទ្ធិ នឹងបានទទួលប្រាក់គ្មានការធ្វើក្នុងកំឡុងពេល
ច្រើនសប្តាហ៍នៅពេលដែលលោកអ្នកតាមរកការធ្វើ ។ ប្រាក់ដែលត្រូវបានទទួល
នោះ យោងទៅលើការងារដែលលោកអ្នកធ្លាប់បានធ្វើ ហើយធ្វើបានប៉ុន្មានខែ-
ឆ្នាំហើយ និងលក្ខណៈដែលគេអោយឈប់ធ្វើការ ។ ប្រាក់ដែលបាននេះ គិតទៅតាម
ប្រាក់ដែលរកបានពីធ្វើការនៅមុនឈប់ ក្រសួងអភិវឌ្ឍន៍ការងារនៃរដ្ឋ ជា-

EMPLOYEE RIGHTS (Cont.)

[illegible] (EDD),

Labor Unions
សហជីពការងារ

Many employers have contracts with labor unions covering wages, hours and working conditions of some or all employees (different kinds of workers are often represented by different unions). You may be required to join a union to be hired for a certain job. As a member of a union, you will take part in electing union officers and can call on the union to negotiate for you if you have differences with your employer. Both employers and workers must abide by the terms of the union contract.

[illegible]

Under the National Labor Relations Act, employees have the right to form, join, or assist labor organizations; to bargain collectively through representatives of their own choosing; to act together for the purposes of collective bargaining or other mutual aid or protection or to refrain from any of the activities.

[illegible]

It is against the law for an employer to threaten, fire or otherwise discriminate against an employee for the purposes of discouraging union activity. It is also against the law to promise or grant pay increases, promotions or other benefits in order to keep a person from voting for a union.

[illegible]

EMPLOYEE RIGHTS (Cont.)

Certification

[illegible]

Many professions require licenses or certification based on education and experience, such as doctors, lawyers, teachers, nurses. Because laws differ, you should check with a state agency or local professional association to find out the requirements for your profession.

[illegible]

Social Security

[illegible]

Every working American has a Social Security number and pays part of his or her pay into a federal pension fund for retired workers. Employers will deduct this payment from your paycheck. You become eligible for Social Security payments on retirement at the age of 65 for men and 62 for women. The amount depends upon how long you have worked and how much you have earned. There is a Social Security office in nearly every community where you can learn the details of this national program.

[illegible]

Income Taxes

ការបង់ពន្ធលើប្រាក់ចំណូល

Your employer will also deduct federal income taxes and perhaps state income taxes from your paycheck. The amount deducted will depend upon how much you earn and how many people are dependent upon you for support. Every family fills out an income tax return each year between January 1 and April 15. Sometimes some of the taxes you have paid in are returned. And sometimes you have to pay more, depending on your particular financial situation (earnings, losses, expenses, investments, etc.). It is important to keep records of all earnings and expenses and to get help filling out

[illegible]

EMPLOYEE RIGHTS (Cont.)

your return. You can get help from the local office of the United States Internal Revenue Service. Experts there will advise you how to pay the least taxes and charge no fee for the service. There are also many private companies and accountants who specialize in providing income tax assistance. Look in your telephone directory to find these people.

[illegible]

Fringe Benefits

[illegible]

Your employer or labor union may have retirement plans, group health insurance, life insurance, payroll savings, or profit-sharing plans which can be of considerable benefit in addition to wages. Participation in such plans is usually optional. Ask that they be explained to you.

[illegible]

Employment Discrimination

ការប្រកាន់បក្សពួក, ជាតិសាសន៍ ។ល។

Under the law employers are forbidden from discriminating against employees or applicants for employment because of race, color, ancestry,

[illegible]

EMPLOYEE RIGHTS (Cont.)

national origin, religious creed, sex, physical handicap, medical condition, age or marital status. Employers cannot discriminate against any job applicant or worker in hiring, promotion, assignment or discharge. On-the-job segregation is also prohibited.

[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

Employees who feel they have been discriminated against can file a complaint and may not be discharged or discriminated against in any way for filing such a complaint.

[illegible]
[illegible]
[illegible]
[illegible]

EMPLOYEE EVALUATION WORKSHEET
ក្រដាសសម្រាប់ធ្វើការវាយតម្លៃលើនិយោជិក

List the purpose of the evaluation:
ចូរប្រាប់គោលបំណងនៃការវាយតម្លៃ :

1. ______________________________
១.
2. ______________________________
២.
3. ______________________________
៣.
4. ______________________________
៤.

Define the above terms:
ចូរឲ្យនិយមន័យពាក្យខាងលើនេះ :

____

____

____

____

List and discuss the purpose of the five sections of the evaluation form:
ចូរប្រាប់ហើយពិភាក្សាអំពីគោលបំណងនៃការវាយតម្លៃលើផ្នែកទាំងប្រាំខាងលើនេះ :

I.
១.

II.
២.

III.
៣.

EMPLOYEE EVALUATION WORKSHEET (Cont.)

IV.
៤.

V.
៥.

What is the rating scale used in this plan?
តើកម្រិតគុណភាពក្នុងផែនការវាយតម្លៃនេះមានយ៉ាងណាខ្លះ?

What criteria is used to evaluate employee performance?
តើគេប្រើលក្ខណៈវិនិច្ឆ័យអ្វីខ្លះដើម្បីវាយតម្លៃការធ្វើការរបស់និយោជិក?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

Define the above terms and use in a sentence.

ចូរពន្យល់ន័យពាក្យខាងលើនេះ៖ ហើយប្រើក្នុងប្រយោគមួយ

2 DIFFERENT KINDS OF WORKERS
អ្នកធ្វើការពីរបែបខុសគ្នា

Lam V. and Sovanna T. work in the same insurance office. Lam likes to help his co-workers. He is very cooperative. He also works quickly and accurately. But he is often late, and he doesn't always follow the rules at work. Sometimes he gets personal phone calls, and he often brings coffee to his desk, even though food is prohibited in the office.

ឡាំ និង សុវណ្ណា ធ្វើការនៅក្នុងការិយាល័យធានារ៉ាប់រងតែមួយ (ក្រុមហ៊ុនប៉ូរ៉ង់) ។ ឡាំចូលចិត្តជួយអ្នកធ្វើការជាមួយគាត់ ។ ឡាំជាមនុស្សដែលចេះសហការល្អណាស់ គាត់ធ្វើការឆាប់រហ័សនិងត្រឹមត្រូវ គេធ្វើការបានទៀង ហើយមិនគោរពវិន័យ ។ ក៏ប៉ុន្តែពេលខ្លះ ពេលធ្វើការមានគេហៅ ហើយជាញឹកញាប់ ធ្វើការទូរស័ព្ទផ្ទាល់ខ្លួន ។ ជួនកាលគាត់ផឹកកាហ្វេ ហើយជួនកាលយកកាហ្វេទៅដាក់នៅកន្លែងធ្វើការ គេ: ហាមមិនឲ្យបរិភោគចំណីអាហារក្នុងការិយាល័យ ។

Sovanna is never late, and she is never out sick. But she works more slowly than the other workers, and sometimes her work isn't accurate. She never has time to help her co-workers, and she doesn't go with them on coffee breaks because she has to catch up on her work.

ចំណែកសុវណ្ណា មិនដែលមកយឺតទេ ហើយមិនដែលឈឺដែរ ប៉ុន្តែនាងធ្វើការយឺតជាងអ្នកដទៃទាំងអស់ ហើយមិនត្រូវត្រឹមត្រូវ ។ នាងគ្មានពេលជួយអ្នកដទៃទេ ហើយមិនដែលទៅជាមួយពួកគេទៅញ៉ាំកាហ្វេទេ ព្រោះនាងត្រូវធ្វើការរបស់នាង ។

Questions សំនួរ

1. Pretend that you are the boss. You are going to evaluate Lam and Sovanna.

១. សន្មតថា លោកអ្នកជាចៅហ្វាយ ហើយលោកអ្នកនឹងវាយតម្លៃ, លើ ... ឡាំ និង សុវណ្ណា ថាតើអ្នកណាយ៉ាងដូចម្តេច?

a. What are Lam's strong points? ____________________

ក. តើឡាំមានចំណុចពិសេសល្អត្រង់ណា?

____

2 DIFFERENT KINDS OF WORKERS (Cont.)

What are Lam's weak points? ______________________

តើឡាំមានចំណុចដែលខ្សោយអ្វីខ្លះ?

b. What are Sovanna's strong points? ______________________

ខ. តើសុវណ្ណាមានចំណុចខ្លាំងអ្វីខ្លះ?

What are Sovanna's weak points? ______________________

តើសុវណ្ណាមានចំណុចខ្សោយអ្វីខ្លះ?

c. Who deserves a promotion more? Why?

គ. ក្នុងចំណោមអ្នកទាំងពីរនេះ តើអ្នកណាគួរបានទទួលដំណែង ប្រាក់ខែ
ឡើងជាងគេ? ហេតុអ្វី?

UNIT VI/LESSON 3
VI-3-SHa
VIETNAMESE

EMPLOYEE RIGHTS*
QUYỀN LỢI NGƯỜI LÀM CÔNG*

Conditions of employment in the United States are spelled out in various laws and regulations. What follows here is a guide to the most important of these laws.

Những điều kiện về sự thuê mướn nhân công tại Hoa Kỳ được qui định trong nhiều đạo luật và qui lệ khác nhau. Các điều sau đây chỉ là một hướng dẫn về những điểm quan trọng nhất của các luật lệ nói trên.

Wages
Lương bổng

Every employer must pay every employee, man or woman, not less than $3.35 per hour. This is by law. There are a few exceptions; for some minors under 18 and learners, over 18, the rate of pay for the first 160 hours on the job is $2.85 per hour.

Theo luật, chủ nhân phải trả cho người làm công, đàn ông hay đàn bà, không dưới 3.35 mỹ kim mỗi giờ. Có một ít ngoại lệ : đối với một số vị thành niên và người học việc trên 18 tuổi, giá biểu lương cho 160 giờ đầu tiên của công việc là 2.85 mỹ kim mỗi giờ.

Hours of Work
Giờ làm việc

Most workers work eight hours a day, five days a week and must be paid 1½ times their regular rate of pay for work over 40 hours in a workweek and over 8 hours in a workday: They must be paid two times the regular rate for more than 12 hours of work in a day.

Phần lớn công nhân làm việc 8 giờ một ngày, năm ngày một tuần và phải được trả 1½ lần giá biểu lương bình thường khi làm việc trên 40 giờ trong một tuần và trên tám giờ trong một ngày. Họ phải được trả hai lần giá biểu lương bình thường nếu làm việc quá 12 giờ một ngày.

Employees who work seven straight days in a workweek must be paid time and one half (1½) for the first 8 hours on the seventh day of work and double time after that.

Những công nhân làm việc bảy ngày liên tiếp phải được trả 1½ lần lương bình thường cho 8 giờ làm việc đầu tiên của ngày làm việc thứ bảy và gấp đôi sau đó.

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*From Katz, P.H., Project Director, Career Counseling Materials and Techniques For Use With Vietnamese, San Jose, California: San Jose City College, 1981.

EMPLOYEE RIGHTS (Cont.)
QUYỀN LỢI NGƯỜI LÀM CÔNG (t.t)

Meal Periods
Giờ ăn

Employees generally must be given a half hour meal break, free of duty, for which the employer need not pay. If the employee's work is the kind that does not permit a duty-free half hour, the employee can agree in writing to a shorter period, for which the employee must be paid.

Thông thường người làm công phải được nghỉ nửa giờ ăn, không phải làm việc và chủ nhân không phải trả lương cho nửa giờ này. Nếu công việc của nhân viên là loại công việc không cho phép nghỉ nửa giờ, nhân viên có thể đồng ý, bằng giấy tờ, nghỉ ít hơn và được trả lương.

Rest Periods
Giờ nghỉ

Every employee must be allowed to take a rest period of at least 10 minutes (paid time) for every four hours worked (and a third break if the employee works over 10 hours). The employee should be allowed to leave the work station but need not be allowed to leave the premises.

Mỗi nhân viên phải được phép nghỉ ít nhất 10 phút (được trả lương) cho mỗi 4 giờ làm việc (và 1 lần nghỉ thứ ba nếu làm việc trên 10 giờ). Nhân viên phải được phép rời nơi làm việc nhưng không nhất thiết phải được phép rời cơ sở làm việc.

Workers Compensation
Bồi thường lao động

Every employer is required to provide protection to employees who are hurt on the job or become ill as a result of their job.

Chủ nhân buộc phải cung cấp sự bảo vệ cho các nhân viên bị thương trong khi làm việc hay bị đau ốm do kết quả của công việc làm.

In case of job-related injury or illness, workers should promptly report to the employer the fact that they have suffered a job-related injury or illness.

Trong trường hợp bị thương hay bị đau ốm có liên quan đến công việc, nhân viên phải báo cáo ngay với chủ nhân về việc này.

EMPLOYEE RIGHTS (Cont.)
QUYỀN LỢI NGƯỜI LÀM CÔNG (t.t)

The employer is responsible for the necessary medical care and for payment of temporary disability benefits at two-thirds of lost wages (up to a maximum of $119.00 a week). The employer is also responsible for long term benefits for permanent disability and vocational rehabilitation if needed.

Chủ nhân chịu trách nhiệm về những sàn sóc y tế cần thiết và trả tiền tàn phế lâm thời bằng hai phần ba số lượng nhân viên bị mất (cho đến mức tối đa là 119 mỹ kim mỗi tuần). Chủ nhân cũng chịu trách nhiệm về phụ cấp tàn phế vĩnh viễn và phục hồi nghề nghiệp nếu cần.

Health and Safety
Sức khỏe và sự An toàn

Employees are entitled to safe and healthful working conditions. The California Occupational Safety and Health Program (CAL/OSHA) is in charge of enforcing the occupational safety and health standards protecting employees' health and safety in the workplace.

Nhân viên phải được hưởng những điều kiện an toàn và vệ sinh. Chương trình An toàn và Sức khỏe Nghề nghiệp tại tiểu bang California (CAL/OSHA) phụ trách việc buộc thi hành các tiêu chuẩn an toàn và vệ sinh nhằm bảo vệ sức khỏe và sự an ninh của nhân viên tại nơi làm việc.

Employees or their representatives have the right to file a complaint requesting an inspection if they believe unsafe or unhealthful conditions exist at their workplace.

Nhân viên hay đại diện của họ có quyền nộp đơn khiếu nại yêu cầu mở cuộc thanh tra nếu họ cho rằng những điều kiện thiếu an toàn hay có hại cho sức khỏe hiện hữu tại nơi làm việc của họ.

An employee may not be discharged or discriminated against in any way for filing complaints concerning unsafe working conditions.

Nhân viên không thể bị sa thải hay kỹ thị dưới bất cứ hình thức nào vì lý do đã nộp đơn khiếu nại về điều kiện làm việc không an toàn.

Electronics Workers Safety and Health
Sức khỏe và sự an toàn cho công nhân điện tử

Much is not known about the effects of exposure to the various substances used in the semiconductor industry. Employees' complaints of headaches,

Người ta không biết nhiều về những hậu quả do sự tiếp xúc với các chất liệu khác nhau được xử dụng trong kỹ nghệ bán dẫn. Nhân viên than phiền

EMPLOYEE RIGHTS (Cont.)
QUYỀN LỢI NGƯỜI LÀM CÔNG (t.t)

eye strain, nausea may be symptoms of exposure to unsafe or unhealthful conditions on the job.

rằng họ bị đau đầu, mỏi mắt, buồn nôn; đó có thể là triệu chứng do hậu quả của sự tiếp xúc với những điều kiện làm việc không an toàn.

Information about health and safety problems encountered by electronics workers can be obtained by calling the confidential PHASE hotline (408) 998-4050.

Muốn biết tin tức về những vấn đề sức khỏe và an toàn liên quan đến công nhân điện tử, hãy gọi điện thoại đến PHASE, số (408) 998-4050.

Paychecks at Termination of Employment
Lương khi nghỉ việc

Quitting: Workers who quit a job are entitled to their paychecks within 72 hours of quitting. If a previous notice of 72 hours is given to an employer, an employee is entitled to his or her paycheck at the time of quitting.

Thôi việc : Những công nhân thôi việc có quyền nhận được lương trong vòng 72 giờ sau khi thôi việc. Nếu sự thôi việc đã được thông báo cho chủ nhân 72 giờ trước đó, nhân viên có quyền nhận lương ngay vào lúc thôi việc.

Firing: Workers fired from their job are entitled to their final paychecks at the time of discharge.

Sa thải : Công nhân bị sa thải khỏi công việc được lãnh số lương cuối cùng ngay vào lúc bị đuổi.

Unemployment Insurance
Bảo hiểm thất nghiệp

Most full-time jobs in business and industry are covered by unemployment insurance benefits. If you are laid off or terminated, you may be eligible to receive weekly unemployment payments for a certain number of weeks while looking for another job. Eligibility depends on whether the job you were doing is covered, how long you have worked, and the conditions of termination. The amount is related to the amount you were earning. State Employment Development Department (EDD) offices administer unemployment insurance.

Phần lớn các công việc toàn thời gian trong doanh nghiệp hay kỹ nghệ đều được bảo đảm bởi các quyền lợi bảo hiểm thất nghiệp. Nếu bạn bị cho nghỉ việc hay chấm dứt sự thuê mướn, bạn có thể đủ điều kiện để nhận lương thất nghiệp hàng tuần trong một số tuần lễ nào đó trong khi tìm việc làm khác. Điều kiện để được nhận lương thất nghiệp dựa trên: công việc bạn đã làm có được bảo đảm bởi quyền lợi bảo hiểm thất nghiệp hay không; bạn đã làm việc bao lâu và tình trạng chấm dứt công việc như thế nào. Số lương thất nghiệp liên quan đến số tiền lương mà bạn đã lãnh trong quá khứ. Cơ Quan Phát Triển Nhân dụng tiểu bang (EDD) phụ trách về vấn đề bảo hiểm thất nghiệp.

EMPLOYEE RIGHTS (Cont.)
QUYỀN LỢI NGƯỜI LÀM CÔNG (t.t)

Labor Unions
Nghiệp Đoàn Lao động

Many employers have contracts with labor unions covering wages, hours and working conditions of some or all employees (different kinds of workers are often represented by different unions). You may be required to join a union to be hired for a certain job. As a member of a union, you will take part in electing union officers and can call on the union to negotiate for you if you have differences with your employer. Both employers and workers must abide by the terms of the union contract.

Nhiều chủ nhân có kết ước với Nghiệp đoàn Lao động về vấn đề lương bổng, giờ làm việc, điều kiện làm việc của một số hay tất cả nhân viên (các loại công nhân khác nhau thường được đại diện bởi các nghiệp đoàn khác nhau). Bạn có thể bị đòi hỏi phải tham gia Nghiệp Đoàn để có thể được thuê vào làm một công việc nào đó. Là đoàn viên Nghiệp Đoàn, bạn sẽ tham dự vào việc bầu cử các giới chức nghiệp đoàn và có thể yêu cầu Nghiệp đoàn thương thảo hộ bạn nếu bạn gặp khó khăn với chủ nhân. Chủ nhân và công nhân đều phải tôn trọng những điều khoản trong khế ước nghiệp đoàn.

Under the National Labor Relations Act, employees have the right to form, join, or assist labor organizations; to bargain collectively through representatives of their own choosing; to act together for the purposes of collective bargaining or other mutual aid or protection or to refrain from any of the activities.

Chiếu luật Tương quan Lao động quốc gia, nhân viên có quyền thành lập, gia nhập hay giúp đỡ những tổ chức lao động; thương thảo cộng đồng qua các đại diện do họ chọn; cũng hoạt động để đạt được các mục đích của cuộc thương thảo cộng đồng, sự tương trợ, sự bảo vệ hoặc để tự chế trong hành động.

It is against the law for an employer to threaten, fire or otherwise discriminate against an employee for the purposes of discouraging union activity. It is also against the law to promise or grant pay increases, promotions or other benefits in order to keep a person from voting for a union.

Theo luật, chủ nhân không có quyền dọa nạt, đuổi hay kỳ thị nhân viên với mục đích làm thối nản các hoạt động nghiệp đoàn. Chủ nhân cũng không được phép hứa hẹn hoặc cho tăng lương, lên chức hay các quyền lợi khác để ngăn cản việc nhân viên bầu phiếu cho Nghiệp đoàn.

EMPLOYEE RIGHTS (Cont.)
QUYỀN LỢI NGƯỜI LÀM CÔNG (t.t)

Certification
Chứng chỉ hành nghề

Many professions require licenses or certification based on education and experience, such as doctors, lawyers, teachers, nurses. Because laws differ, you should check with a state agency or local professional association to find out the requirements for your profession.

Nhiều nghề nghiệp đòi hỏi giấy phép hay chứng chỉ dựa trên sự học vấn và kinh nghiệm như là các nghề y sĩ, luật sư, thầy giáo, y tá. Bởi lẽ luật lệ khác biệt, bạn phải hỏi ở cơ quan liên bang hay hiệp hội nghề nghiệp tại địa phương để tìm biết về những đòi hỏi dành cho nghề nghiệp của bạn.

Social Security

Every working American has a Social Security number and pays part of his or her pay into a federal pension fund for retired workers. Employers will deduct this payment from your paycheck. You become eligible for Social Security payments on retirement at the age of 65 for men and 62 for women. The amount depends upon how long you have worked and how much you have earned. There is a Social Security office in nearly every community where you can learn the details of this national program.

Mọi người làm việc ở Hoa Kỳ đều có một số an-sinh xã-hội và đóng một phần lương của họ vào quỹ hưu bổng liên bang dành cho những người làm việc về hưu. Chủ nhân sẽ khấu trừ số tiền này từ lương của các bạn. Bạn sẽ đủ điều kiện hưởng tiền an-sinh xã-hội khi bạn về hưu vào năm 65 tuổi, nếu là đàn ông và 62 tuổi nếu là phụ nữ. Số tiền lãnh được tùy thuộc vào yếu tố bạn đã làm việc trong bao lâu và số tiền lương bạn đã lãnh. Gần như trong mỗi cộng đồng đều có văn phòng an sinh xã hội, tại đó bạn có thể tìm biết chi tiết về chương trình này.

Income Taxes
Thuế Lợi tức

Your employer will also deduct federal income taxes and perhaps state income taxes from your paycheck. The amount deducted will depend upon how much you earn and how many people are dependent upon you for support. Every family fills out an income tax return each year between January 1 and April 15. Sometimes some of the taxes you have paid in are returned. And sometimes you have to pay more, depending on your particular financial situation (earnings, losses, expenses, investments, etc.). It is important to keep records of all earnings and expenses and to get help filling out

Chủ nhân sẽ khấu trừ thuế lợi tức liên bang và, có thể, cả thuế lợi tức tiểu bang trên phiếu lương của bạn. Số lượng khấu trừ tùy thuộc số tiền bạn kiếm được và số người phụ thuộc mà bạn phải cấp dưỡng. Mọi gia đình phải điền mẫu khai thuế mỗi năm trong khoảng thời gian từ ngày 1 tháng giêng đến ngày 15 tháng tư. Có khi một số tiền thuế bạn đã đóng được hoàn lại. Cũng có khi bạn phải đóng thêm, dựa trên tình trạng tài chánh

EMPLOYEE RIGHTS (Cont.)
QUYỀN LỢI NGƯỜI LÀM CÔNG (t.t)

your return. You can get help from the local office of the United States Internal Revenue Service. Experts there will advise you how to pay the least taxes and charge no fee for the service. There are also many private companies and accountants who specialize in providing income tax assistance. Look in your telephone directory to find these people.

riêng của bạn (như số tiền làm ra, lỗ lã, chi phí, đầu tư v.v...) Điều quan trọng là bạn phải giữ hồ sơ về mọi khoản lương bổng, chi tiêu và tìm kiếm sự giúp đỡ trong việc điền mẫu khai thuế. Bạn có thể nhờ văn phòng địa phương của sở ThuếHoa Kỳ giúp bạn trong vấn đề nầy. Những chuyên viên ở đó sẽ chỉ dẫn bạn làm cách nào để trả thuế ít nhất và không đòi hỏi lệ phí. Có nhiều công ty tư và kế toán viên chuyên về việc cung cấp những dịch vụ trợ giúp về việc khai thuế lợi tức. Hãy xem trong niên giám điện thoại để tìm những người nầy.

Fringe Benefits
Quyền lợi phụ

Your employer or labor union may have retirement plans, group health insurance, life insurance, payroll savings, or profit-sharing plans which can be of considerable benefit in addition to wages. Participation in such plans is usually optional. Ask that they be explained to you.

Chủ nhân hay nghiệp đoàn lao động có thể có chương trình hưu bổng, bảo hiểm sức khỏe tập thể, bảo hiểm nhân thọ, tiết kiệm lương bổng, chia tiền lời ... là những quyền lợi đáng kể ngoại lương bổng. Thường ra, việc có thamdự vào những chương trình đó hay không là tùy ở bạn. Hãy yêu cầu họ giải thích cho bạn rõ.

Employment Discrimination
Kỳ thị nhân dụng

Under the law employers are forbidden from discriminating against employees or applicants for employment because of race, color, ancestry,

EMPLOYEE RIGHTS (Cont.)
QUYỀN LỢI NGƯỜI LÀM CÔNG (t.t)

national origin, religious creed, sex, physical handicap, medical condition, age or marital status. Employers cannot discriminate against any job applicant or worker in hiring, promotion, assignment or discharge. On-the-job segregation is also prohibited.

Luật cấm chỉ chủ nhân trong việc kỳ thị nhân viên hay người xin việc vì lý do chủng tộc, màu da, nguồn gốc, quốc tịch, tín ngưỡng, giống phái, tàn tật thể xác, tình trạng sức khỏe, tuổi tác hay tình trạng hôn nhân. Chủ nhân không thể kỳ thị người xin việc hay công nhân trong vấn đề thuê mướn, thăng thưởng, giao việc hoặc sa thải. Sự phân cách công việc làm cũng bị cấm chỉ.

Employees who feel they have been discriminated against can file a complaint and may not be discharged or discriminated against in any way for filing such a complaint.

Những nhân viên cảm thấy bị kỳ thị có thể nộp đơn khiếu nại và có thể không bị sa thải hay kỳ thị dưới bất cứ hình thức nào ví việc đã nộp đơn khiếu nại.

UNIT VI/LESSON 3
VI-3-SHb
VIETNAMESE

EMPLOYEE EVALUATION WORKSHEET
MẪU LƯỢNG GIÁ NHÂN VIÊN

List the purpose of the evaluation:
Kể ra mục tiêu của sự lượng giá

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

Define the above terms:
Định nghĩa những mục kể trên:

____

____

____

____

List and discuss the purpose of the five sections of the evaluation form:
Kể ra và thảo luận về mục đích của năm phần trong bản lượng giá :

I.

II.

III.

EMPLOYEE EVALUATION WORKSHEET (Cont.)
MẪU LƯỢNG GIÁ NHÂN VIÊN (T.t)

IV.

V.

What is the rating scale used in this plan?
Căn bản lượng giá được dùng trong chương trình này là gì ?

What criteria is used to evaluate employee performance?
Những tiêu chuẩn được dùng để lượng giá trong chương trình này là gì ?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

Define the above terms and use in a sentence.
Định nghĩa những tiêu chuẩn trên và dùng trong một câu.

2 DIFFERENT KINDS OF WORKERS
2 LOẠI NHÂN CÔNG KHÁC NHAU

Lam V. and Sovanna T. work in the same insurance office. Lam likes to help his co-workers. He is very cooperative. He also works quickly and accurately. But he is often late, and he doesn't always follow the rules at work. Sometimes he gets personal phone calls, and he often brings coffee to his desk, even though food is prohibited in the office.

Lam V. va Sovanna T. cùng lãm việc trong một vản phòng bảo hiểm. Lam thích giúp đờ những người cũng sở và rất có tinh thần hợp tác. Anh ta lãmviệc nhanh vã chính xác. Nhưng anh ta thướng đi lãm trễ vã không luôn luôn tuân theo qui luật lãm việc. Nhiều khi anh ta dùng điện thoại vào việc riêng vả thường mang cã-phê về bàn giấy mặc dũ điều nãy bị cấm.

Sovanna is never late, and she is never out sick. But she works more slowly than the other workers, and sometimes her work isn't accurate. She never has time to help her co-workers, and she doesn't go with them on coffee breaks because she has to catch up on her work.

Sovanna không bao giờ đi lảm trễ vả không bao giờ nghỉ bệnh. Nhưng cô ta lảm việc chậm hơn các nhân viên khác vả nhiều lúc không chính xác. Cô ta không có thì giờ để giup những người cùng lảm vả không cũng đi với họ trong giờ nghỉ giải lao vĩ cô ta phải lảm cho kịp việc.

Questions
Câu hỏi

1. Pretend that you are the boss. You are going to evaluate Lam and Sovanna.
   Giả thử rằng bạn lã cấp chỉ huy. Bạn sẽ lượng giá Lam vã Sovanna.

   a. What are Lam's strong points? ______________________________
   Những ưu điểm của Lam lả những điểm nào?

   ____

2 DIFFERENT KINDS OF WORKERS (Cont.)
2 LOẠI NHÂN CÔNG KHÁC NHAU (t.t)

What are Lam's weak points? ________________________
Những nhược điểm của Lam lànhững điểm nào ?

____

b. What are Sovanna's strong points? ____________________
Những ưu điểm của Sovanna là những điểm nào ?

____

What are Sovanna's weak points? ______________________
Những nhược điểm của Sovanna là những điểm nào ?

____

c. Who deserves a promotion more? Why?
Người nào đáng được thăng thưởng hơn ? Tại sao ?

UNIT VI/LESSON 3
VI-3-SHa
LAOTIAN

EMPLOYEE RIGHTS*
ສິດຂອງພນັກງານ

Conditions of employment in the United States are spelled out in various laws and regulations. What follows here is a guide to the most important of these laws.

ສະພາບຂອງວຽກການ ຢູ່ໃນສະຫະຣັດໄດ້ບັນທຶກຢູ່ໃນກົດໝາຍ ແລະການຄວບຄຸມຕ່າງໆ. ອັນໃດທີ່ຕິດຕາມ ຢູ່ນີ້ ເປັນ ຄວາມສຳຄັນ ທີ່ສຸດ ຂອງກົດໝາຍ ເຫຼົ່ານີ້.

Wages
ຄ່າຈ້າງ

Every employer must pay every employee, man or woman, not less than $3.35 per hour. This is by law. There are a few exceptions; for some minors under 18 and learners, over 18, the rate of pay for the first 160 hours on the job is $2.85 per hour.

ນາຍຈ້າງ ທຸກໆຄົນ ຕ້ອງຈ່າຍ ຄ່າຈ້າງ ໃຫ້ພນັກງານ ທຸກໆຄົນ, ຜູ້ຊາຍ ຫຼື ຜູ້ຍິງ, ບໍ່ຕ່ຳກວ່າ $3.35 ຕໍ່ຊົ່ວໂມງ. ນີ້ເປັນກົດໝາຍ. ມັນ ກໍ່ມີການ ຍົກເວັ້ນ ປູ່; ສະເພາະຄົນທີ່ ຕ່ຳກວ່າ 18 ປີ ແລະ ຄົນຮຽນໃໝ່, ກາຍ 18 ປີ ຈ່າຍ ຄ່າຈ້າງ ຕໍ່ 160 ຊົ່ວໂມງ ທີ່ແຮກຕໍ່ $2.85 ຕໍ່ຊົ່ວໂມງ

Hours of Work
ຊົ່ວໂມງເຮັດການ

Most workers work eight hours a day, five days a week and must be paid 1½ times their regular rate of pay for work over 40 hours in a workweek and over 8 hours in a workday: They must be paid two times the regular rate for more than 12 hours of work in a day.

ພນັກງານ ທັງໝົດ ເຮັດການ 8 ຊົ່ວໂມງຕໍ່ມື້, ຫ້າມື້ ຕໍ່ອາທິດ ແລະຕ້ອງຈ່າຍເທົ່າເຄິ່ງ ຄູນລາຍຈ່າຍ ທຳມະດາ ເມື່ອເກີນ 40 ຊົ່ວໂມງ ຕໍ່ອາທິດ ແລະເກີນ 8 ຊົ່ວໂມງ ຕໍ່ມື້: ເຂົາເຈົ້າຕ້ອງໄດ້ຈ່າຍສອງເທົ່າຂອງລາຍຈ່າຍ ທຳມະດາ ເມື່ອເກີນ ກວ່າ 12 ຊົ່ວໂມງ ຕໍ່ມື້.

Employees who work seven straight days in a workweek must be paid time and one half (1½) for the first 8 hours on the seventh day of work and double time after that.

ພນັກງານ ຜູ້ທີ່ ທຳງານ ເຈັດ ມື້ ໃນ ມື້ ເຮັດວຽກ ຕ້ອງໄດ້ຮັບຈ່າຍ ເທົ່າເຄິ່ງ ຕໍ່ 8 ຊົ່ວໂມງ ແຮກ ຂອງມື້ທີ່ ເຈັດ ແລະ ສອງ ເທົ່າ ຫຼັງຈາກນັ້ນ.

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*From Katz, P.H., Project Director, Career Counseling Materials and Techniques For Use With Vietnamese. San Jose, California: San Jose City College, 1981.

EMPLOYEE RIGHTS (Cont.)

ສິດຂອງພະນັກງານ (ຕໍ່.)

Meal Periods

ເວລາທານອາຫານ

Employees generally must be given a half hour meal break, free of duty, for which the employer need not pay. If the employee's work is the kind that does not permit a duty-free half hour, the employee can agree in writing to a shorter period, for which the employee must be paid.

ພະນັກງານສ່ວນໜັກຈະໄດ້ເວລາທານອາຫານເຄິ່ງຊົ່ວໂມງ. ຫວ່າງການ. ໂດຍທີ່ນາຍຈ້າງບໍ່ຕ້ອງຈ່າຍ. ຖ້າວ່າວຽກງານພະນັກງານເປັນແບບທີ່ບໍ່ໃຫ້ພັກເຄິ່ງຊົ່ວໂມງ. ພະນັກງານຈະຍິນໃນສັນຍາໂດຍທີ່ເວລາເຮັດການສັ້ນລົງ. ແຕ່ພະນັກງານຕ້ອງໄດ້ລາຍຈ່າຍ

Rest Periods

ເວລາເຊົາເມື່ອຍ

Every employee must be allowed to take a rest period of at least 10 minutes (paid time) for every four hours worked (and a third break if the employee works over 10 hours). The employee should be allowed to leave the work station but need not be allowed to leave the premises.

ພະນັກງານທຸກໆຄົນຕ້ອງໃຫ້ມີເວລາເຊົາເມື່ອຍຢ່າງໜ້ອຍ 10 ນາທີ (ເວລາຖືກຈ່າຍ) ຕໍ່ 4 ຊົ່ວໂມງທີ່ໄດ້ເຮັດວຽກ (ແລະເວລາເຊົາເມື່ອຍອີກເທື່ອໜຶ່ງ ຖ້າວ່າພະນັກງານເຮັດວຽກເກີນ 10 ຊົ່ວໂມງ). ພວກພະນັກງານຈະອະນຸຍາດໃຫ້ອອກຈາກສະຖານທີ່ເຮັດການ ແຕ່ບໍ່ຕ້ອງອະນຸຍາດໃຫ້ອອກຈາກບໍລິເວນບ່ອນເຮັດການ

Workers Compensation

ການຕອບໃຊ້ຂອງພະນັກງານ

Every employer is required to provide protection to employees who are hurt on the job or become ill as a result of their job.

ນາຍຈ້າງທຸກໆຄົນຈະຕ້ອງມີການປ້ອງກັນພະນັກງານທີ່ມີການເຈັບເປັນ ຫຼືວ່າເປັນໄຂ້ ເນື່ອງຈາກວຽກການຂອງເຂົາເຈົ້າ.

In case of job-related injury or illness, workers should promptly report to the employer the fact that they have suffered a job-related injury or illness.

ຖ້າວ່າການເຈັບ ຫຼືວ່າ ປ່ວຍໄຂ້ມາຈາກວຽກການ. ພະນັກງານຕ້ອງລາຍງານຢ່າງໄວໃຫ້ນາຍຈ້າງຮູ້ເລື່ອງຈິງທີ່ເຂົາເຈົ້າໄດ້ຮັບການເຈັບ ຫຼືວ່າໄຂ້ມາຈາກບ່ອນວຽກການແທ້.

EMPLOYEE RIGHTS (Cont.)

ສິດ ຂອງ ພະນັກງານ (ຕໍ່.)

The employer is responsible for the necessary medical care and for payment of temporary disability benefits at two-thirds of lost wages (up to a maximum of $119.00 a week). The employer is also responsible for long term benefits for permanent disability and vocational rehabilitation if needed.

ນາຍຈ້າງ ມີ ຄວາມ ຮັບຜິດຊອບ ແກ່ເງິນທີ່ຈະຕ້ອງຈ່າຍ ຄ່າໝໍ ແລະຄ່າເຮັດການບໍ່ໄດ້ ໃນ ຊົ່ວຄາວ, ເງິນ ທີ່ ເຂົາມີຈະຈ່າຍ ເຖິງສອງສ່ວນ ສາມ ຂອງ ລາຍເຊັນ (ສູງສຸດ ເຖິງ $ 119.00 ຕໍ່ ອາທິດ). ນາຍຈ້າງ ຍັງ ມີ ຄວາມ ຮັບຜິດຊອບ ແກ່ເງິນ ທີ່ ເຂດທີ່ຈ່າຍ ໃນໄລຍະຍາວ ເປັນລວມໄປໃນເມື່ອ ພະນັກງານ ເກີດເຮັດການ ບໍ່ໄດ້ ແລະ ຍັງຈະຕ້ອງ ໄດ້ຮຽນວຽກ ການໃໝ່ ຖ້າວ່າ– ພະນັກງານຕ້ອງການ.

Health and Safety

ສຸກກະພາບ ແລະ ຄວາມປອດໄພ

Employees are entitled to safe and healthful working conditions. The California Occupational Safety and Health Program (CAL/OSHA) is in charge of enforcing the occupational safety and health standards protecting employees' health and safety in the workplace.

ພະນັກງານ ມີ ສິດຈະເຮັດການ ຢູ່ໃນ ສະພາບ ທີ່ ປອດໄພ ແລະ ເໝາະສົມ ກັບສຸກກະພາບ ໂຄງການ ຄວາມ ປອດໄພ ແລະ ສຸກກະພາບ ຂອງ California (CAL/OSHA) ເປັນພະແນກ ທີ່ ຄວບຄຸມ ຄວາມ ປອດໄພ ແລະ ສຸກກະພາບ ແລະ ປ້ອງກັນ ບ່ອນເຮັດວຽກ ຂອງ ພະນັກງານ ໃນດ້ານ ສຸກກະພາບ ແລະ ການ ປອດໄພ.

Employees or their representatives have the right to file a complaint requesting an inspection if they believe unsafe or unhealthful conditions exist at their workplace.

ພະນັກງານ ຫຼືວ່າ ຜູ້ຕາງໜ້າ ມີ ສິດຈະຂຽນ ຄວາມ ຟ້ອງໄປຂໍຮ້ອງ ໃຫ້ມີການ ກວດເບິ່ງ ຖ້າວ່າ ເຂົາ ເຈົ້າເຊື່ອວ່າ ສະພາບ ບ່ອນເຮັດການ ບໍ່ປອດໄພ ຫຼືວ່າ ບໍ່ເໝາະສົມ ກັບ ສຸກກະພາບ

An employee may not be discharged or discriminated against in any way for filing complaints concerning unsafe working conditions.

ນາຍຈ້າງ ບໍ່ ມີ ສິດ ຈະໄລ່ ພະນັກງານ ອອກການ ຫຼືວ່າ ມີ ເງື່ອນໄຂ ບໍ່ດີ ຕໍ່ ພະນັກງານ ຄົນທີ່ວ່າ ພະນັກງານ ຂຽນ ການ ຟ້ອງໄປ.

Electronics Workers Safety and Health

ຄວາມປອດໄພ ແລະ ສຸກກະພາບ ຂອງພະນັກງານ ກ່ຽວກັບເຄື່ອງໄຟຟ້າ

Much is not known about the effects of exposure to the various substances used in the semiconductor industry. Employees' complaints of headaches,

ສ່ວນ ຫຼາຍ ກໍ ຍັງ ບໍ່ ຮູ້ ເທື່ອ ກ່ຽວ ກັບ ຜົນ ການ ຕ່າງໆ ຂອງ ແມ່ ປາ ທີ່ ໃຊ້ ຢູ່ໃນການ ອຸດສາຫະກຳ ເຄື່ອງໄຟຟ້າ ຫຼັງຈາກ ພະນັກງານ ໄດ້ ແຈ້ງຕ່າງໆ ແລ້ວ. ພະນັກງານ ຈົ່ມວ່າເຈັບຫົວ

EMPLOYEE RIGHTS (Cont.)

ສິດຂອງພະນັກງານ (ຕໍ່.)

eye strain, nausea may be symptoms of exposure to unsafe or unhealthful conditions on the job.

ປວດຕາ, ປ່າກຮາກ ນີ້ ອາດຈະແມ່ນ ອາການ ທີ່ໄດ້ ພາວາກາສະພາບທີ່ບໍ່ປອດໄພ. ຫຼືວ່າ ບໍ່ເໝາະສົມ ກັບ ສຸກກະພາບ.

Information about health and safety problems encountered by electronics workers can be obtained by calling the confidential PHASE hotline (408) 998-4050.

ຂ່າວ ຄາວ ກ່ຽວກັບ ສຸກກະພາບ ແລະ ຄວາມ ປອດໄພ ທີ່ ເປັນບັນຫາທີ່ພະນັກງານ ຝ່າຍ ເຄື່ອງໄຟຟ້າ ຈະໂທໄປໃຫ້ຊາບ ທີ່ ບໍ່ ເປີດ ເຜີຍ ການແຈ້ງວ່າຍງານ ນີ້ ກໍ (408) 998-4050.

Paychecks at Termination of Employment

ເງິນທີ່ຈ່າຍ ເມື່ອເວລາ ອອກການ ທີ່ ເຮັດການ.

Quitting: Workers who quit a job are entitled to their paychecks within 72 hours of quitting. If a previous notice of 72 hours is given to an employer, an employee is entitled to his or her paycheck at the time of quitting.

ພະນັກງານ ຄົນໃດ ອອກການ ນີ້ ສິດຈະໄດ້ຮັບ ເງິນ ພາຍໃນ 72 ຊົ່ວໂມງ. ຖ້າວ່າ ພະນັກງານໄດ້ບອກໃຫ້ນາຍຈ້າງ 72 ຊົ່ວໂມງ ກ່ອນເວລາອອກການ, ເວລາຈະມີສິດ ເອົາເງິນຈາກນາຍຈ້າງ ຕອນເວລາອອກການ.

Firing: Workers fired from their job are entitled to their final paychecks at the time of discharge.

ຖືກໄລ່ອອກການ: ພະນັກງານຖືກໄລ່ອອກຈາກການ ຂອງເຂົາເຈົ້າ ມີສິດຈະໄດ້ຮັບເງິນ ໃນເວລາ ອອກໜ້າທີ່ງານ.

Unemployment Insurance

ການປະກັນໄພ ເວລາ ຕົກການ.

Most full-time jobs in business and industry are covered by unemployment insurance benefits. If you are laid off or terminated, you may be eligible to receive weekly unemployment payments for a certain number of weeks while looking for another job. Eligibility depends on whether the job you were doing is covered, how long you have worked, and the conditions of termination. The amount is related to the amount you were earning. State Employment Development Department (EDD) offices administer unemployment insurance.

ງານເຕັມ ຊົ່ວໂມງ ຫຼາຍໃນທຸລະກິດການ ແລະ ອຸດສາຫະກຳ ສ່ວນ ມາກແລ້ວຈະມີ ປະກັນໄພ ລາຍຈ່າຍ ກ່ອນເວລາ ຫວ່າງງານ. ຖ້າເວລາ ທ່ານໄດ້ ຕົກງານ ຫຼືວ່າ ຖືກໄລ່ ອອກການ, ທ່ານຈະ ມີສິດໄປເອົາເງິນ ຫວ່າງງານໄດ້ປະຈຳອາທິດ, ໄດ້ຈຳກັດ ອາທິດ ເມື່ອ ເວລາ ທ່ານ ຊອກງານ ໃໝ່. ການມີສິດ ຈະຮູ້ນີ້ ກໍ່ແລ້ວແຕ່ວຽກການ ຂອງທ່ານ ມີປະກັນ, ທ່ານໄດ້ເຮັດງານ ດົນປານໃດ, ແລະ ສະພາບ ຂອງ ການຕົກງານ. ຈຳນວນເງິນ ທີ່ຈະໄດ້ ນັ້ນການກ່ຽວ ເຈັ່ງກັບລາຍໄດ້ທີ່ຜ່ານມາ. ກົມແຮງງານ ຂອງລັດ ເປັນໂຮງການ ທີ່ ຄວບຄຸມ ປະກັນ ໄພ ວ່າງງານ.

EMPLOYEE RIGHTS (Cont.)
ສິດຂອງພະນັກງານ (ຕໍ່)

Labor Unions

ສາມະຄົມພະນັກງານ

Many employers have contracts with labor unions covering wages, hours and working conditions of some or all employees (different kinds of workers are often represented by different unions). You may be required to join a union to be hired for a certain job. As a member of a union, you will take part in electing union officers and can call on the union to negotiate for you if you have differences with your employer. Both employers and workers must abide by the terms of the union contract.

ນາຍຈ້າງທັງຫຼາຍໄດ້ມີການສັນຍາກັບສະມາຄົມ ພະນັກງານ. ກ່ຽວກັບເງິນ ຊົ່ວໂມງ ເວລາການແລະສະພາບວຽກການ ຂອງ ພະນັກງານ ທັງໝົດ (ພະນັກງານຫຼາຍປະເພດ ຕາມທັມະດາກໍມີ ຜູ້ຕ່າງໜ້າ ດ້ວຍ ສະມາຄົມຕ່າງໆ. ທ່ານ ອາດຈະຕ້ອງໄດ້ເຂົ້າ ສະມາຄົມ ເພື່ອຈະໄດ້ເຮັດການຕໍ່ໄປ ເມື່ອເປັນສະມາຊິກຂອງສະມາຄົມນີ້ແລ້ວ. ທ່ານຈະຕ້ອງໄດ້ເລືອກ ຕັ້ງ ຫົວໜ້າ ສະມາຄົມ ເພື່ອຈະໄປເຈລະຈາບັນ ທີ່ທ່ານຈະມີ ກັບນາຍຈ້າງຂອງທ່ານ. ນາຍຈ້າງແລະ ພະນັກງານ ທັງສອງ ຝ່າຍຈະຕ້ອງ ຖືລະບຽບ ກົດໝາຍ ຂອງສະມາຄົມ.

Under the National Labor Relations Act, employees have the right to form, join, or assist labor organizations; to bargain collectively through representatives of their own choosing; to act together for the purposes of collective bargaining or other mutual aid or protection or to refrain from any of the activities.

ຕາມກົດໝາຍຂອງກະຊວງ ກອງກຸ່ມຂອງ ພະນັກງານ. ກັມງານ ມີສິດທີ່ຈະຈັດຕັ້ງ. ເຂົ້າເປັນສະມາຄົມ ຫຼືວ່າ ຊ່ວຍເຫຼືອ ພວກຄະນະ ພະນັກງານ; ໄປຕົກຕໍ່ຂໍກັນ ໂດຍທີ່ຮ່ວມກັນໄປໃນທາງ ໃຊ້ຜູ້ຕ່າງໜ້າ ຫຼືວ່າ ກົມທີ່ເຂົາເຈົ້າເລືອກເອງ; ໄປຮ່ວມກັນ ຕົກຕໍ່ ເພື່ອຜົນປະໂຫຍດ ຫຼືວ່າ ເພື່ອການປ້ອງກັນ ວຽກການຕ່າງໆ ຂອງສະມາຊິກ.

It is against the law for an employer to threaten, fire or otherwise discriminate against an employee for the purposes of discouraging union activity. It is also against the law to promise or grant pay increases, promotions or other benefits in order to keep a person from voting for a union.

ມັນເປັນການຜິດກົດໝາຍ ທີ່ນາຍຈ້າງຈະຂູ່ເຂັນ ໄລ່ອອກການ ຫຼືວ່າ ກູ ກູກ ພະນັກງານ ເພື່ອບໍ່ໃຫ້ພະນັກງານ ມີການຈັດ[illegible]ມາຄົມ ກັມງານ. ນີ້ກໍເປັນ ການຜິດກົດໝາຍ ທີ່ນາຍຈ້າງ ສັນຍາ[illegible]ນ ຫຼືວ່າ ເລື່ອນໜ້າທີ່ໃຫ້ ເພື່ອບໍ່ໃຫ້ພະນັກງານໄປເລືອກຕັ້ງ ບໍ່ ເນ[illegible]ມາຄົມ ກັມງານ

EMPLOYEE RIGHTS (Cont.)
ສິດຂອງພະນັກງານ (ຕໍ່.)

Certification
ປະກາດໄຊຍະບັດ.

Many professions require licenses or certification based on education and experience, such as doctors, lawyers, teachers, nurses. Because laws differ, you should check with a state agency or local professional association to find out the requirements for your profession.

ມີອາຊີບຫລາຍຢ່າງຕ້ອງການໃບອະນຸຍາດ ຫຼືວ່າ ປະກາດໄຊຍະບັດ ທີ່ຖືກຕ້ອງຕາມການສຶກສາ ແລະຄວາມຊຳນານ, ຄືທ່ານໝໍ, ທະນາຍຄວາມ, ນາຍຄູ, ນາງພະຍາບານ. ດ້ວຍວ່າກົດໝາຍແຕກຕ່າງກັນ ທ່ານຄວນຈະຖາມ ອົງການຂອງລັດ ຫຼືວ່າ ພະແນກການຂອງອາຊີບ ຊຸມຊົນ ຮູ້ວ່າ ຄວາມຕ້ອງການ ແກ່ອາຊີບຂອງທ່ານ.

Social Security
ຮັກສາສັງຄົມ

Every working American has a Social Security number and pays part of his or her pay into a federal pension fund for retired workers. Employers will deduct this payment from your paycheck. You become eligible for Social Security payments on retirement at the age of 65 for men and 62 for women. The amount depends upon how long you have worked and how much you have earned. There is a Social Security office in nearly every community where you can learn the details of this national program.

ອາເມຣິກັນທຸກໆຄົນທີ່ເຮັດການຕ້ອງມີນໍເບີສັງຄົມ ແລະຈ່າຍລາຍໄດ້ສ່ວນໜຶ່ງຂອງລາວໄປທີ່ຣັຖບານສູນກາງ ເພື່ອເບັ້ຽບໍານານຂອງຄົນງານ. ນາຍຈ້າງຈະຫັກເງິນເຫຼົ່ານີ້ຈາກເຊັກຂອງທ່ານ. ຜູ້ຊາຍມີອາຍຸ 65 ປີ ແລະຜູ້ຍິງມີອາຍຸ 62 ປີ ຈະມີສິດຮັບເງິນເບັ້ຽບໍານານນີ້ໄດ້. ຈໍານວນເງິນທີ່ທ່ານຈະໄດ້ນີ້ມາຈາກທ່ານໄດ້ເຮັດການດົນປານໃດ. ຫຼືລາຍໄດ້ຄົນປານໃດ. ໂຮງການຂອງສັງຄົມມີທົ່ວທຸກບ່ອນທີ່ທ່ານຈະໄປຮຽນຮູ້ລາຍລະອຽດກ່ຽວກັບລາຍງານຂອງຣັຖບານນີ້.

Income Taxes
ພາສີລາຍໄດ້.

Your employer will also deduct federal income taxes and perhaps state income taxes from your paycheck. The amount deducted will depend upon how much you earn and how many people are dependent upon you for support. Every family fills out an income tax return each year between January 1 and April 15. Sometimes some of the taxes you have paid in are returned. And sometimes you have to pay more, depending on your particular financial situation (earnings, losses, expenses, investments, etc.). It is important to keep records of all earnings and expenses and to get help filling out

ນາຍຈ້າງຂອງທ່ານຈະຫັກພາສີຂອງລາຍໄດ້ ເພື່ອຣັຖບານສູນກາງ ແລະບາງເທື່ອເພື່ອຣັຖແຂວງໃນຈ່າຍເງິນ. ຈໍານວນເງິນທີ່ຫັກອອກໄປນີ້ກໍແລ້ວແຕ່ລາຍໄດ້ຂອງທ່ານ ແລະມີຄົນຈັກຄົນທີ່ທ່ານຈະລ້ຽງດູ. ທຸກໆຄອບຄົວຕ້ອງຍື່ນໃບລາຍໄດ້ພາສີທຸກໆປີ ລະຫວ່າງເດືອນໜຶ່ງວັນທີໜຶ່ງ ແລະເດືອນວັນທີ 15. ບາງເທື່ອພາສີທີ່ຈ່າຍໄປນັ້ນກໍໄດ້ຄືນມາ ແລະບາງເທື່ອທ່ານຈະໄດ້ຈ່າຍຕື່ມອີກ ນັ້ນກໍແລ້ວແຕ່ລາຍໄດ້ຂອງທ່ານ (ລາຍໄດ້, ລາຍເສັຽ, ລາຍຈ່າຍ, ລົງທຶນ ແລະຕ່າງໆໄປ).

EMPLOYEE RIGHTS (Cont.)

ສິດຂອງພະນັກງານ (ຕໍ່)

your return. You can get help from the local office of the United States Internal Revenue Service. Experts there will advise you how to pay the least taxes and charge no fee for the service. There are also many private companies and accountants who specialize in providing income tax assistance. Look in your telephone directory to find these people.

ທ່ານໄດ້ຮັບຄວາມຊ່ວຍເຫຼືອຈາກໂຮງການຫ້ອງກົມຂອງສະຫະລັດ ພແນກການເກັບພາສີ. ຜູ້ຊ່ວຍເຫຼືອຢູ່ທີ່ນັ້ນຈະຊ່ວຍທ່ານໃຫ້ຮູ້ທີ່ຈະໃຫ້ທ່ານຈ່າຍພາສີໜ້ອຍ ແລະບໍ່ເອົາເງິນຄ່າຈ້າງ. ມີຫຼາຍບໍລິສັດສ່ວນຕົວ ແລະນາຍບັນຊີ ຜູ້ທີ່ຊ່ວຍເຮັດພິເສດ ຝ່າຍເກັບໜີ້ ພາສີລາຍໄດ້ ຈົ່ງເບິ່ງຢູ່ໃນປຶ້ມໂທລະສັບ ຊອກຫາຄົນເຫຼົ່ານີ້.

ນີ້ເປັນການສໍາຄັນທີ່ຈະຕ້ອງເກັບພື້ນຖານຂອງລາຍໄດ້ ແລະລາຍຈ່າຍ ເພື່ອຈະໄດ້ຊ່ວຍຊຸມສົ່ງຂອງພາສີລາຍໄດ້.

Fringe Benefits

ກໍາໄລພິເສດ (ພາລະກັບບໍລິສັດ)

Your employer or labor union may have retirement plans, group health insurance, life insurance, payroll savings, or profit-sharing plans which can be of considerable benefit in addition to wages. Participation in such plans is usually optional. Ask that they be explained to you.

ນາຍຈ້າງ ຫຼືວ່າ ສະມາຄົມກໍາມະກອນຂອງທ່ານ ອາດຈະມີແຜນການກ່ຽວກັບເງິນເບັ້ຍບໍານານ, ພວກປະກັນໄພສຸຂະພາບ, ປະກັນໄພຊີວິດ, ອອມສິນ, ຫຼືວ່າການແບ່ງລາຍໄດ້ ທີ່ຈະເປັນກໍາໄລທີ່ດີນ ເພີ່ມໄປໃນຊົ່ວໂມງ. ໜີ່ງໃນການຮ່ວມໃນແຜນການນີ້ ແລ້ວແຕ່ໃຈ. ຈົ່ງບອກຂະເຈົ້າອະທິບາຍໃຫ້ທ່ານ.

Employment Discrimination

ເລືອກເພັ່ນ, ຈໍາແນກ, ແບກ, ເລືອກໜ້າ.

Under the law employers are forbidden from discriminating against employees or applicants for employment because of race, color, ancestry,

ຢູ່ໃນກົດໝາຍ ນາຍຈ້າງບໍ່ມີສິດຈະແບກລູກຈ້າງ ຫຼືຜູ້ສະໝັກການ ເພື່ອຈ້າງການ ກ່ອນວ່າ ເປັນເຊື້ອຊາດ, ສີ, ມາຈາກ.

EMPLOYEE RIGHTS (Cont.)

ສິດຂອງພະນັກງານ (ຕໍ່)

national origin, religious creed, sex, physical handicap, medical condition, age or marital status. Employers cannot discriminate against any job applicant or worker in hiring, promotion, assignment or discharge. On-the-job segregation is also prohibited.

ບ້ານເກີດເມືອງນອນ, ສາສນາ, ເພດ, ເສັຽອົງຄະ (ພິການ), ສຸຂພາບອ່ອນແອ, ອາຍຸ ຫຼືວ່າ ພັນທະ. ນາຍຈ້າງຈະບໍ່ມີສິດແບ່ງແຍກ ຜູ້ສມັກການ ຫຼື ກັມງານ ເວລາຈ້າງກັມງານ, ການເລື່ອນຊັ້ນ, ການໃຫ້ວຽກການ ຫຼື ໃຫ້ວຽກການ. ການແບ່ງແຍກໃນວຽກການ ກໍ່ຜິດກົດໝາຍ.

Employees who feel they have been discriminated against can file a complaint and may not be discharged or discriminated against in any way for filing such a complaint.

ກັມງານຜູ້ໃດຄິດວ່າ ຂະເຈົ້າຖືກແບ່ງແຍກ, ມີສິດຈະຍື່ນຄໍາຟ້ອງ ແລະນາຍຈ້າງ ຈະບໍ່ມີສິດໄລ່ອອກຈາກການ ຫຼືວ່າ ມີການແບ່ງແຍກເພາະເຫດການ ວ່າເຂົາໄດ້ຟ້ອງຮ້ອງຕໍ່ຣັຖບານ.

EMPLOYEE EVALUATION WORKSHEET

ການກວດເບິ່ງວຽກງານຂອງພະນັກງານ

List the purpose of the evaluation:
ຈົ່ງຂຽນຈຸດປະສົງຂອງການກວດ:

1. ____________________
2. ____________________
3. ____________________
4. ____________________

Define the above terms:
ຈົ່ງອະທິບາຍທັງຂໍ້ຢູ່ເທິງນີ້

____

____

____

____

List and discuss the purpose of the five sections of the evaluation form:
ຈົ່ງຂຽນແລະເວົ້າຈຸດປະສົງຂອງ 5 ຂໍ້ ຂອງການກວດນີ້:

I.

II.

III.

EMPLOYEE EVALUATION WORKSHEET (Cont.)
ການກວດເບິ່ງວຽກງານຂອງພະນັກງານ (ຕໍ່.)

IV.

V.

What is the rating scale used in this plan?
ວິທີທີ່ແທກໃນແຜນການນີ້ແມ່ນໃຊ້ຄວັນຢ່າງໃດ?

What criteria is used to evaluate employee performance?
ວິທີທີ່ໃຊ້ໄປແທກຄວາມສາມາດຂອງພະນັກງານແມ່ນຫຍັງແດ່?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

Define the above terms and use in a sentence.
ອະທິບາຍຄວາມທີ່ໃຊ້ຢູ່ໃນປະໂຍກ ຂ້າງເທິງນີ້.

2 DIFFERENT KINDS OF WORKERS

ກັມງານສອງປະເພດທີ່ບໍ່ຄືກັນ.

Lam V. and Sovanna T. work in the same insurance office. Lam likes to help his co-workers. He is very cooperative. He also works quickly and accurately. But he is often late, and he doesn't always follow the rules at work. Sometimes he gets personal phone calls, and he often brings coffee to his desk, even though food is prohibited in the office.

ແລມວີ. ແລະໂຊແວນນາ ທີ. ເຮັດການຢູ່ຫ້ອງການ ປະກັນໄພ ດຽວກັນ. ແລມ ມັກ ຊ່ວຍ ກັມເຮັດການ ຂອງລາວ. ລາວຮ່ວມ ມືດີ, ລາວກໍ່ເຮັດວຽກໄວ ແລະ ຖືກຕ້ອງດີ. ແຕ່ວ່າລາວ ມັກ ມາຊ້າເລື້ອຍໆ ແລະລາວບໍ່ປະຕິບັດ ຕາມກົດເຮັດການ. ບາງເທື່ອ ລາວໄດ້ໂທຣະສັບ ແບບສ່ວນຕົວ, ແລະລາວ ມັກ ເອົາກາເຟໄປທີ່ໂຕະລາວ ເລື້ອຍໆ, ເຖິງວ່າຢູ່ໃນ ຫ້ອງການ ບໍ່ໃຫ້ມີຂອງກິນກໍ່ຕາມ.

Sovanna is never late, and she is never out sick. But she works more slowly than the other workers, and sometimes her work isn't accurate. She never has time to help her co-workers, and she doesn't go with them on coffee breaks because she has to catch up on her work.

ໂຊແວນນາ. ບໍ່ເຄີຍ ມາຊ້າ ແລະລາວບໍ່ເຄີຍ ເຈັບ ປ່ວຍ. ແຕ່ລາວ ມັກ ເຮັດວຽກຊ້າກວ່າ ກັມງານອື່ນໆ ແລະບາງເທື່ອວຽກຂອງລາວບໍ່ລະອຽດ. ລາວບໍ່ເຄີຍ ໄປຊ່ວຍໝູ່ເຮັດການຂອງລາວ ແລະລາວບໍ່ອອກໄປ ກິນກາເຟ ນໍາໝູ່ລາວ ເພາະວ່າລາວຕ້ອງການໄປນໍ່ ເຮັດວຽກຂອງລາວໃຫ້ທັນ.

Questions

ຄໍາຖາມ

1. Pretend that you are the boss. You are going to evaluate Lam and Sovanna.
   ສົມມຸດວ່າທ່ານເປັນນາຍ ທ່ານຈະເປັນຜູ້ ຫຼຸບແທກ ແລມແລະ ໂຊແວນນາ.

   a. What are Lam's strong points? ______________________
   ແລມ ມີຈຸດດີບ່ອນໃດແດ່?
   ____

2 DIFFERENT KINDS OF WORKERS (Cont.)
ຄົນງານສອງປະເພດທີ່ບໍ່ຄືກັນ (ຕໍ່.)

What are Lam's weak points? ______________________
ແລມ ມີ ຈຸດ ອ່ອນ ບ່ອນ ໃດແດ່

b. What are Sovanna's strong points? ______________________
ໂຊແວນນາ ມີ ຈຸດ ດີ ບ່ອນ ໃດແດ່?

What are Sovanna's weak points? ______________________
ໂຊແວນນາ ມີ ຈຸດ ອ່ອນ ບ່ອນໃດແດ່?

c. Who deserves a promotion more? Why?
ຄົນໃດ ຄວນຈະໄດ້ ຂຶ້ນ ຊັ້ນ ຫຼາຍ ກວ່າ? ດ້ວຍເຫດໃດ?

UNIT VI/LESSON 3
VI-3-SHc

HEWLETT PACKARD

PERFORMANCE EVALUATION AND DEVELOPMENT PLAN

general

Name: ______________________ (Emp. No.)

Date of Evaluation: ______________________

Date Hired: ______________________

Division and Dept.: ______________________

Job Title: ______________________

Evaluating Manager: ______________________ (Signature)

Time in Present Position: ______________________

Reviewed By: ______________________ (Next Level of Mgmt.)

The purpose of this evaluation is to:

1. **Set Goals.** The manager and the employee establish mutually agreed-upon goals for future progress and development.
2. **Inform.** The manager and the employee communicate openly and honestly about performance.
3. **Develop.** The manager and employee identify actions the employee can take to enhance his or her development at HP.
4. **Evaluate.** The manager and the employee evaluate results based on pre-established goals and performance measures.

I. POSITION OBJECTIVES AND MAJOR RESPONSIBILITIES.

Summarize specific responsibilities of the job.

II. ACCOMPLISHMENTS AND/OR IMPROVEMENTS:

What specific accomplishments and/or improvements has this individual made since the last review? What progress has been made toward meeting established performance goals?

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Please consider the employee's demonstrated performance and mark the circle which most closely describes that performance.

EXCEPTIONAL:	Performance consistently far exceeds expectations.
VERY GOOD:	Performance consistently exceeds normal expectations and job requirements.
GOOD:	Performance consistently meets expectations and job requirements.
ACCEPTABLE:	Performance usually meets expectations and minimum requirements for the job.
UNACCEPTABLE:	Performance is below the minimum acceptable level.

WORK QUALITY: The reliability, accuracy and neatness of work produced.

○ Exceptional ○ Very Good ○ Good ○ Acceptable ○ Unacceptable

WORK QUANTITY: The amount or volume of work turned out.

○ Exceptional ○ Very Good ○ Good ○ Acceptable ○ Unacceptable

JUDGMENT: The ability to make well-reasoned, sound decisions which affect work performance.

○ Exceptional ○ Very Good ○ Good ○ Acceptable ○ Unacceptable

INITIATIVE: The combination of job interest, dedication, and willingness to extend oneself to complete assigned tasks.

○ Exceptional ○ Very Good ○ Good ○ Acceptable ○ Unacceptable

TEAMWORK: The working relationship established with fellow employees in the working environment.

○ Exceptional ○ Very Good ○ Good ○ Acceptable ○ Unacceptable

DEPENDABILITY: The reliance which can be placed on an employee to persevere and carry through to completion any task assigned. This also applies to attendance and punctuality.

○ Exceptional ○ Very Good ○ Good ○ Acceptable ○ Unacceptable

PERFORMANCE SUMMARY:

UNIT VI/LESSON 4
VI-4-SHa
LAOTIAN

RAISE NEGOTIATION CHECKLIST*
ການກວດຜ່ານເວຣະວາຂອງການຂຶ້ນເງິນ.

DIRECTIONS: Answer the following questions to develop your plan of action.
ການຊີ້ແຈງ : ຈົ່ງຕອບຂໍ້ຖາມທີ່ກ່າວນີ້ແລ້ວໄປສ້າງແຜນການກະທຳຂອງທ່ານ

1. What type of raise does your company give? ____________
ການຂຶ້ນເງິນບ່ຽງໃດທີ່ບໍຣິສັດທ່ານໃຫ້?

2. When would be the best time to ask for a raise? ____________
ເວລາໃດເປັນເວລາທີ່ດີທີ່ສຸດຈະຂໍຂຶ້ນເງິນ?

3. Who is the right person to ask for a raise? ____________ (person's name)
ຜູ້ໃດເປັນຄົນທີ່ຈະຖາມເພື່ອຂຶ້ນເງິນ? ____________ ຊື່ຄົນ

4. List the steps you are going to take to get your raise.
ຈົ່ງຂຽນເປັນຂັ້ນທີ່ທ່ານຈະໃຊ້ໄປຂໍຂຶ້ນເງິນ.
a. ____________
b. ____________
c. ____________
d. ____________
e. ____________

5. What were your job duties when you started your job?
ໜ້າທີ່ວຽກການຂອງທ່ານແມ່ນຫຍັງເມື່ອເວລາທ່ານມາເລີ່ມງານ?
a. ____________
b. ____________
c. ____________
d. ____________
e. ____________

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*Adapted from: Mathiasen, Matto and Sweeney, Work Experience Education, Instructional Guide. Sacramento, California: California State Department of Education, 1981.

III. DEVELOPMENT PLAN: What specific action can you suggest to help the employee improve their performance? How can you, as the manager, help?

IV. NEXT YEAR'S GOAL STATEMENTS: Establish with your manager goals which may include new and better ways to carry out job responsibilities, as well as plans for personal development. Stated goals should be included as basis for next formal performance evaluation.

V. EMPLOYEE COMMENTS: Each individual evaluated is encouraged to add any comments to this review. If additional space is needed, attach a separate sheet.

I am signing this evaluation to indicate that my manager and I have had a discussion of the above comments.

Date

Employee Signature

UNIT VI/LESSON 3
VI-3-SHd

ATARI

Performance Appraisal

(HOURLY AND NON-EXEMPT SALARIED EMPLOYEES)

NAME	EMPLOYEE NUMBER	JOB TITLE
PERIOD COVERED BY REVIEW FROM: TO:	DIVISION AND DEPARTMENT	SUPERVISOR'S NAME

TYPE OF REVIEW: ☐ 3 month ☐ 6 month ☐ 12 month ☐ other ____________

	PERFORMANCE REQUIREMENTS NOT MET		PERFORMANCE REQUIREMENTS MET		PERFORMANCE REQUIREMENTS EXCEEDED	
	BELOW MINIMUM Performance is too inadequate to retain in present job. Immediate improvement required. **MINIMUM** Results obtained are usually below performance requirements. Additional training and assistance is required.		**ACCEPTABLE** Results obtained usually meet performance requirements. **GOOD** Results obtained consistently meet and sometimes exceed performance requirements.		**SUPERIOR** Performance is superior. Results obtained are consistently beyond expectations and performance requirements. **OUTSTANDING** Performance is uniquely high. Results obtained are consistently far beyond expectations and performance requirements.	
EMPLOYEE SHOULD BE RATED IN ALL CATEGORIES BELOW	NEVER MET	SOMETIMES MET	USUALLY MET	CONSISTENTLY MET	FREQUENTLY EXCEEDED	UNIQUE PERFORMER
QUALITY OF WORK Accuracy Economy of materials Economy of time (his own and others) Neatness Thoroughness Effectiveness	Quality too poor to retain in job without immediate improvement. ☐	Work below quality requirements, improvements is required. ☐	Work usually satisfies quality requirements. ☐	Quality high. Work very well done. Consistently meets and sometimes exceeds performance requirements. ☐	Work is superior. Quality of work consistently high and frequently exceeds performance requirements. ☐	Extreme accuracy, thoroughness and neatness. ☐
QUANTITY OF WORK Productive output Speed and consistency of output	Output too inadequate to retain in job without immediate improvement. ☐	Output below job requirements. Improvement is required. ☐	Output usually satisfies job requirements. ☐	Output continually meets and sometimes exceeds job requirements. ☐	Output very high and frequently exceeds job requirements. ☐	Extremely high speed and volume of output. ☐
RELIABILITY Follows instructions Judgment	Too unreliable to retain in job without immediate improvement. ☐	Reliability is sporadic, improvement is required. ☐	Can usually be relied upon to meet job requirements. ☐	Consistently meets and sometimes exceeds reliability requirements. ☐	Frequently exceeds normal job requirements. ☐	Extremely reliable in all respects. ☐
DEPENDABILITY Punctuality and attendance Safety habits	Too undependable to retain in job without immediate improvement. ☐	Dependability is sporadic. Improvement is required. ☐	Can usually be depended upon to meet job requirements. ☐	Consistently meets and sometimes exceeds dependability requirements. ☐	Frequently exceeds normal job requirements. ☐	Extremely dependable in all respects. ☐
EFFECTIVENESS IN DEALING WITH PEOPLE Extent to which employee cooperates with, and influences people he contacts	Relations too ineffective to retain in job without immediate improvement. ☐	Does not maintain sufficiently effective working relationships with others. Improvement is required. ☐	The majority of time maintains effective working relationships and is cooperative. ☐	Consistently maintains effective working relations. Fully cooperative. ☐	Ability superior to normal job requirements. Goes out of way to cooperate. ☐	Obtains highest respect and cooperation from others. ☐
OVERALL EVALUATION OF EMPLOYEE PERFORMANCE	Performance inadequate to retain in present job. Immediate improvement required. ☐	Does not fully meet requirements in present job. Improvement is required. ☐	Basic objectives usually reached. Job requirements generally met. ☐	Consistently meets and sometimes exceeds job requirements. ☐	Superior. Beyond competent fulfillment of job requirements. ☐	Extraordinary performance. Results far in excess of job requirements. ☐
MERIT INCREASE GUIDELINES	BELOW MINIMUM	MINIMUM	ACCEPTABLE	GOOD	SUPERIOR	OUTSTANDING

a Warner Communications Company

Form is incomplete without information on reverse side properly completed.

CATEGORY RATINGS — Explain the reasons for each category rating which falls in a "Performance Requirement Not Met" or "Performance Requirement Exceeded" category by comparing performance to job requirements. What accomplishments or abilities were shown by the employee during the review period? What areas need improvement?

1. QUALITY OF WORK —

2. QUANTITY OF WORK —

3. RELIABILITY —

4. DEPENDABILITY —

5. EFFECTIVENESS IN DEALING WITH PEOPLE —

GENERAL COMMENTS CONCERNING THE EMPLOYEE'S PERFORMANCE OF HIS OR HER PRESENT DUTIES —

COMPLETED BY	DATE	APPROVED BY	DATE	APPROVED BY	DATE

What plans and agreements were reached with the employee to improve performance in the future?

EMPLOYEE REVIEW OF THE PERFORMANCE APPRAISAL:

I have reviewed this appraisal and discussed the contents with my supervisor. My signature means that I have been advised of my performance and does not necessarily imply that I agree with the appraisal or the contents.

Employee's Signature: ______________________ Date: ____________

Employee's Comments: (Optional: If the employee wishes to do so, any comments concerning the appraisal or the content, for example agreement or disagreement, may be indicated in the space provided below.)

849

CONFIDENTIAL WHEN COMPLETED

1A057 (4-79)

CLIMBING YOUR CAREER LADDER

UNIT VI/LESSON 4

OBJECTIVES:

1. Students will describe different types of career ladders.
2. Students will review the concepts of inward and outward career success.

INSTRUCTOR PREPARATION:

1. Prepare transparencies for Career Ladders (VI-4-IHa).
2. Prepare mini-lecture on Asking For a Raise (See VI-4-IHb).
3. Duplicate sufficient copies of Raise Negotiation Checklist (VI-4-SHa).

PROCEDURE:

Large-group discussion, mini-lecture, and large-group discussion.

MATERIALS:

1. Transparencies: Career Ladders (VI-4-IHa)
2. Asking For a Raise (VI-4-IHb)
3. Raise Negotiation Checklist (VI-4-SHa)

GUIDELINES:	NOTES:
In-Class Activities	
1. Introduce concept of career ladders.	Explain that no two career ladders look exactly the same, that each person must follow the ladder or path that is best for him or her.
2. Show transparencies, Career Ladders (VI-4-IHa). Discuss each of the three Indochinese	

GUIDELINES (Cont.):

NOTES:

person's ladders. Suggested questions:

a. What other alternatives did these individuals have?

b. What are the advantages of upward mobility? The disadvantages?

3. Review concept of 'inward' and 'outward' success introduced in Unit I. Stress that both are desirable, and it may be possible to have both.

4. Present highlights of Asking For a Raise (VI-4-IHb). Ask for comments or actual experiences.

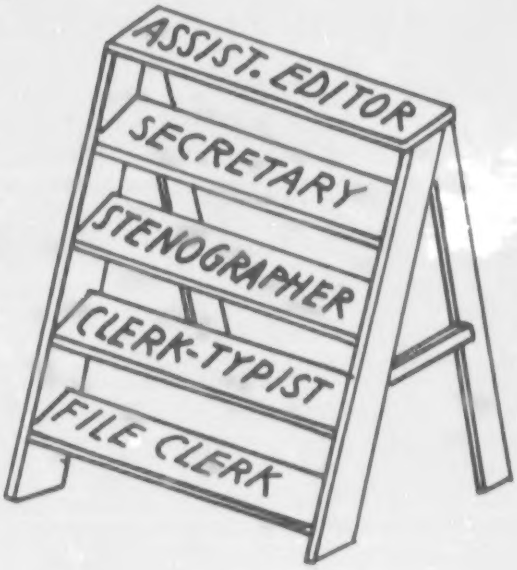
Outside Activity:

Have students complete the Raise Negotiations Checklist for the last position they had, a current position if working, or their position as a student. If the latter is chosen, have them indicate you as the person to ask for the raise.

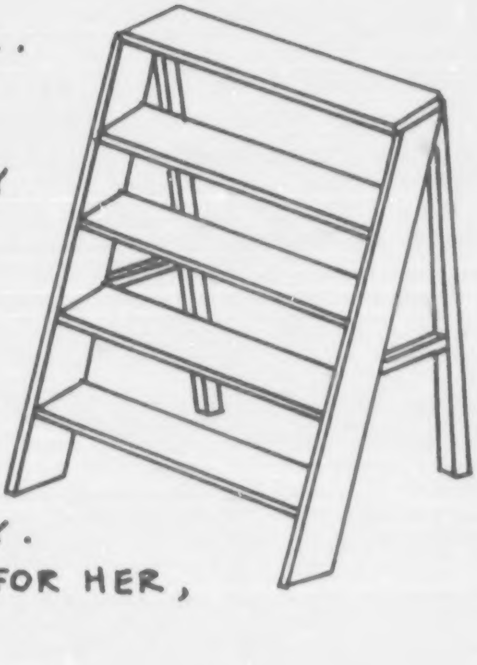
REFERENCES AND SUPPLEMENTARY MATERIALS:

career ladders*

CAO STARTED TO WORK FOR A WELL-KNOWN MAGAZINE AS A FILE CLERK. HE STUDIED SHORTHAND IN THE EVENINGS AND TOOK COLLEGE CLASSES IN ENGLISH AND WRITING. AFTER TEN YEARS, HIS CAREER LADDER LOOKED LIKE THIS:

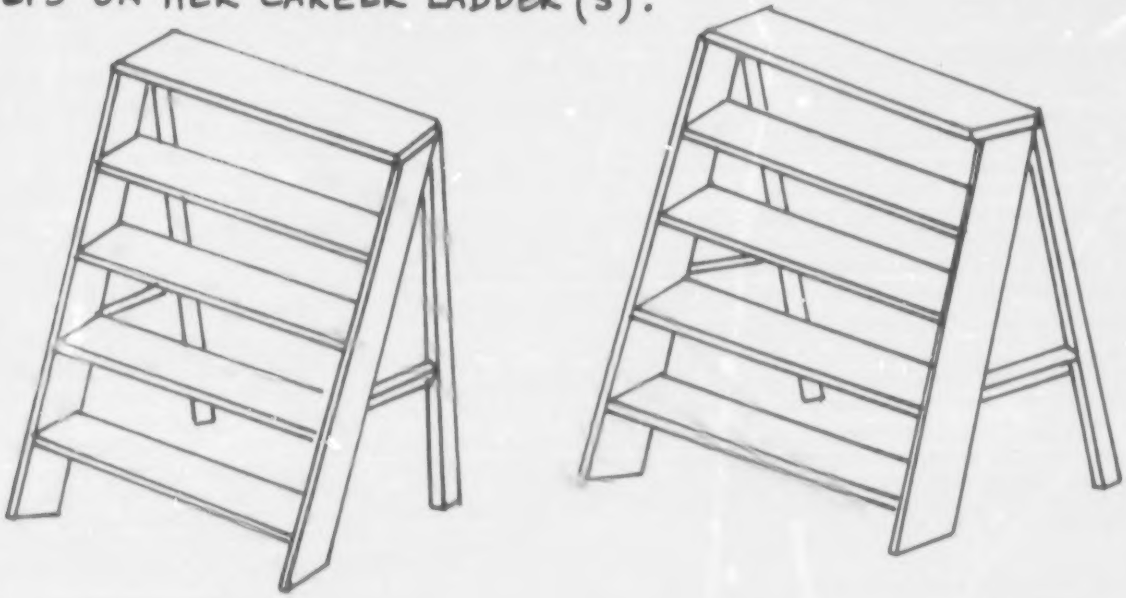


DARA ALWAYS LIKED TO BUILD THINGS AND ENJOYED HER WOODSHOP CLASSES IN SCHOOL. SHE GOT A JOB AS A "GO-FER" (GO FOR THIS, GO FOR THAT) WITH A CONSTRUCTION COMPANY AND WAS SOON POUNDING NAILS. AFTER A FEW MONTHS, SHE HAD AN OPPORTUNITY TO BECOME AN APPRENTICE CARPENTER. DARA'S GOAL IS TO HAVE HER OWN CONSTRUCTION COMPANY SOME DAY. BUILD A CAREER LADDER FOR HER, USING ALL OF THESE JOBS.



career ladders [Cont.]

KHANH WAS A VOLUNTEER HELPER AT AN ELEMENTARY SCHOOL. SHE TOOK CLASSES AT THE COMMUNITY COLLEGE AND BECAME AN INSTRUCTIONAL AIDE. LATER SHE GRADUATED FROM THE STATE COLLEGE, GOT A TEACHING CREDENTIAL, AND TAUGHT ELEMENTARY SCHOOL FULL TIME. AFTER A FEW YEARS, SHE BECAME BORED WITH TEACHING. SHE GOT A JOB AS A LEGAL ASSISTANT IN A LAW OFFICE. SHE HOPES TO BECOME A JUDGE ONE DAY. SHOW KHANH'S STEPS ON HER CAREER LADDER (S).



WHAT POSITION DO YOU THINK KHANH WOULD HAVE REACHED ON HER FIRST LADDER?

WHAT WAS SHE ABLE TO TRANSFER TO HER NEW LADDER?

WHAT WERE THE ADVANTAGES AND DISADVANTAGES OF HER CAREER MOVES?

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* ADAPTED FROM CAREER GUIDANCE WORKBOOK, HAYWARD UNIFIED SCHOOL DISTRICT, HAYWARD, CA.

ASKING FOR A RAISE*

There are different types of raises and different ways to get them. For example:

a. The automatic raise requires that you get to work on time, do your job and indicate that you are planning to stay with the company for a reasonable period of time. You can get a raise that is automatic if you work for a company that gives raises on a time service basis. Every so many months employees get a raise if they "just do their job."

b. The performance test raise may require that you increase the amount of work you are able to accomplish, learn new skills by getting more training, or become more familiar with the operation of a department or company. When you feel you have the knowledge or skill necessary for a promotion or raise, you take a test. If you pass the test, you get a raise, or you are put in line for a promotion and must wait for an opening.

c. The progress report raise is based on your immediate supervisor's observation of your work. Supervisors submit a progress report on employees under them, and if the reports are satisfactory, raises are granted. This observation will usually include the following items: punctuality, attitude, good work habits, increased productivity and personal comments on such topics as neatness in appearance, and ability to get along with other employees and/or customers.

Preparing for a raise begins the day you start to work. If you are going to get a raise, you will need to know what is expected of you on the job and do it to the best of your ability. Look around for things to do when you have a spare moment. Be on time for work not only at the beginning of the day but also after breaks and lunch. Be a positive optimistic worker.

Getting a raise requires that you are able to justify your employer's paying you more than you are currently getting. This means that you should be able to tell the employer how you are making more money for him or her now that you have been working for the company for some period of time, or since your last raise.

Be sure you have the right person, the right time, and the right place.

a. The right person: Make sure the person you ask for a raise can give you one. The plant manager or company president could probably give you a raise, but asking him or her is not the company policy in most

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*Adapted from Mathiasen, Matto and Sweeney, Work Experience Education, Instructional Guide. Sacramento, California: California State Department of Education, 1981.

ASKING FOR A RAISE (Cont.)

cases. The right person is the one that usually gives raises. If you are not sure who that is, ask your personnel director or immediate supervisor.

b. The right time: Pick a time when the company is doing well and your boss has had a good week. A person in a good mood is more likely to give you a raise than someone who is down. Don't ask for a raise or even an appointment during a time when you should be working. Set the appointment during your break or after work.

c. The right place: Don't ask for an appointment for a raise in a place that is noisy and will require you to repeat yourself or yell it to your supervisor. Look for a place that will allow you to be alone and have a little discussion if necessary. Don't just walk up to your supervisor and ask for the raise. Say that you would like to talk to him or her about a raise. You may be told that "Now is fine, come into my office." On the other hand, the person might try to put you off by saying "some other time." Ask when. Make sure you write down the time of your appointment. It wouldn't be a good idea to miss an appointment you made for a raise!

When you sit down with the person and begin to negotiate a raise, be sure you know what it takes to get a raise. If you have met all of the requirements, tell or remind your supervisor. If he or she says you haven't met them, ask for specifics, and explain that you would like guidance in the areas that need improvement. The negotiation discussion should be on a positive note. Discuss only facts that relate to the job. Don't use reasons like, "I just bought a new Honda and I need the raise to make payments." Your boss may be sympathetic but will not understand how that new Honda helps the company make a profit.

When you are ready to ask for a raise, you should prepare an action plan for negotiating what you want. See "Raise Negotiation Checklist" (VI-4-SH a).

CAMBODIAN

RAISE NEGOTIATION CHECKLIST*

បញ្ជីរគូសធីកការចរចាដើម្បីសុំឡើង
កំឡើងប្រាក់ឈ្នួល
ធ្វើការ

DIRECTIONS: Answer the following questions to develop your plan of action.
សេចក្តីណែនាំ: ចូរឆ្លើយនូវសំនួរខាងក្រោមនេះ ដើម្បីធ្វើគំរោងផែនការរបស់អ្នកក្នុងការចាត់ចែង :

1. What type of raise does your company give? ____________

១. តើក្រុមហ៊ុនរបស់លោកអ្នកមានការឡើងប្រាក់ឈ្នួលធ្វើការបែបណា? ____________

2. When would be the best time to ask for a raise? ____________

២. តើពេលណាជាពេលសមគួរដើម្បីសុំឡើងប្រាក់ឈ្នួលធ្វើការ? ____________

3. Who is the right person to ask for a raise? ____________ (person's name)

៣. តើគួរសុំឡើងប្រាក់ឈ្នួលធ្វើការនឹងអ្នកណាគេ? (____________) ឈ្មោះអ្នកនោះ

4. List the steps you are going to take to get your raise.

៤. ចូរបញ្ជាក់ពីជំហានទាំងឡាយដែលលោកអ្នកមាននឹងធ្វើដើម្បីសុំឡើងប្រាក់ឈ្នួលធ្វើការ

a. ក. ____________
b. ខ. ____________
c. គ. ____________
d. ឃ. ____________
e. ង. ____________

5. What were your job duties when you started your job?

៥. តើមុខងាររបស់លោកអ្នកមានធ្វើអ្វីខ្លះនៅពេលដែលទើបនឹងចូលធ្វើការ?

a. ____________
b. ____________
c. ____________
d. ____________
e. ____________

*Adapted from: Mathiasen, Matto and Sweeney, Work Experience Education, Instructional Guide. Sacramento, California: California State Department of Education, 1981.

RAISE NEGOTIATION CHECKLIST (Cont.)

6. List the job duties that you do better now than when you started.

៦. ចូររាយនាមមុខការងារដែលលោកអ្នកអាចធ្វើបានល្អក្នុងពេលឥឡូវនេះ, ជាធ្វើបានប្រសើរជាងកាលពេលដែលលោកចាប់ផ្ដើមធ្វើការ

a. ________________________________
ក.
b. ________________________________
ខ.

UNIT VI/LESSON 4
VI-4-SHa
VIETNAMESE

RAISE NEGOTIATION CHECKLIST*
NHỮNG ĐIỂM TRONG VIỆC THƯƠNG THẢO XIN TĂNG LƯƠNG

DIRECTIONS: Answer the following questions to develop your plan of action.
CHỈ DẪN : Trả lời những câu hỏi sau đây để khai triển chương trình hành động.

1. What type of raise does your company give? ____________________
Công ty của bạn cho nhân viên loại tăng lương nào ?

____

2. When would be the best time to ask for a raise? ____________________
Lúc nào là thời gian thuận tiện nhất để yêu cầu tăng lương ?

____

3. Who is the right person to ask for a raise? ____________________
Phải nói chuyện xin tăng lương với ai ? (person's name)
(tên người đó)

4. List the steps you are going to take to get your raise.
Kể ra những bước bạn làm để yêu cầu xin tăng lương.

a. ____

b. ____

c. ____

d. ____

e. ____

5. What were your job duties when you started your job?
Những nhiệm vụ của bạn khi mới bắt đầu làm việc là những nhiệm vụ nào ?

a. ____

b. ____

c. ____

d. ____

e. ____

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*Adapted from: Mathiasen, Matto and Sweeney, Work Experience Education, Instructional Guide. Sacramento, California: California State Department of Education, 1981.

RAISE NEGOTIATION CHECKLIST (Cont.)
NHỮNG ĐIỂM TRONG VIỆC THƯƠNG THẢO XIN TĂNG LƯƠNG (t.t)

6. List the job duties that you do better now than when you started.
Kể ra những công việc nào mà hiện nay bạn làm giỏi hơn khi mới bắt đầu.

a. ______________________________

b. ______________________________

RAISE NEGOTIATION CHECKLIST (Cont.)

ການກວດນັບ ເຈຣະຈາ ເລື່ອງການ ຂຶ້ນ ເງິນ (ຕໍ່.)

6. List the job duties that you do better now than when you started.
ຈົ່ງ ຂຽນ ໜ້າທີ່ ວຽກການ ທີ່ ທ່ານ ເຮັດ ເວລາ ນີ້ ດີກວ່າ ເມື່ອ ທ່ານ ຫາກໍ່ ເລີ່ມເຮັດ.

a. ____________________

b. ____________________

CHANGING JOBS SUCCESSFULLY — UNIT VI/LESSON 5

OBJECTIVES:

1. Students will list the steps involved in leaving a job successfully.
2. Students will list at least 5 reasons why it is important to leave a job on a positive note.
3. Students will describe contents and format of letters of resignation and recommendation.

INSTRUCTOR PREPARATION:

1. Make overhead transparencies of Steps in Leaving a Job Successfully (VI-5-IHa), Sample Letter of Resignation (VI-5-IHc, and Sample Letter of Recommendation (VI-5-IHe).
2. Review concepts in Informing Your Employer (VI-5-IHb) and Letter of Recommendation (VI-5-IHd), and prepare mini-lecture.

PROCEDURE:

Mini-lecture and large-group discussion.

MATERIALS:

1. Transparency: Steps in Leaving a Job Successfully (VI-5-IHa)
2. Transparency: Sample Letter of Resignation (VI-5-IHc)
3. Transparency: Sample Letter of Recommendation (VI-5-IHe)
4. Informing Your Employer (VI-IHb)
5. Letter of Recommendation (VI-IHd)

GUIDELINES:

In-Class Activities

1. Illustrate, on overhead, steps involved in leaving a job successfully (VI-5-IHa).
2. Review reasons why it is important to leave a job on a positive note.
3. Illustrate on overhead Sample Letter of Resignation (VI-5-IHc). Review the types of information included.
4. Present highlights of Letter of Recommendation (VI-5-IHd).
5. Illustrate on overhead Sample Letter of Recommendation (VI-5-IHe).

Outside Activity:

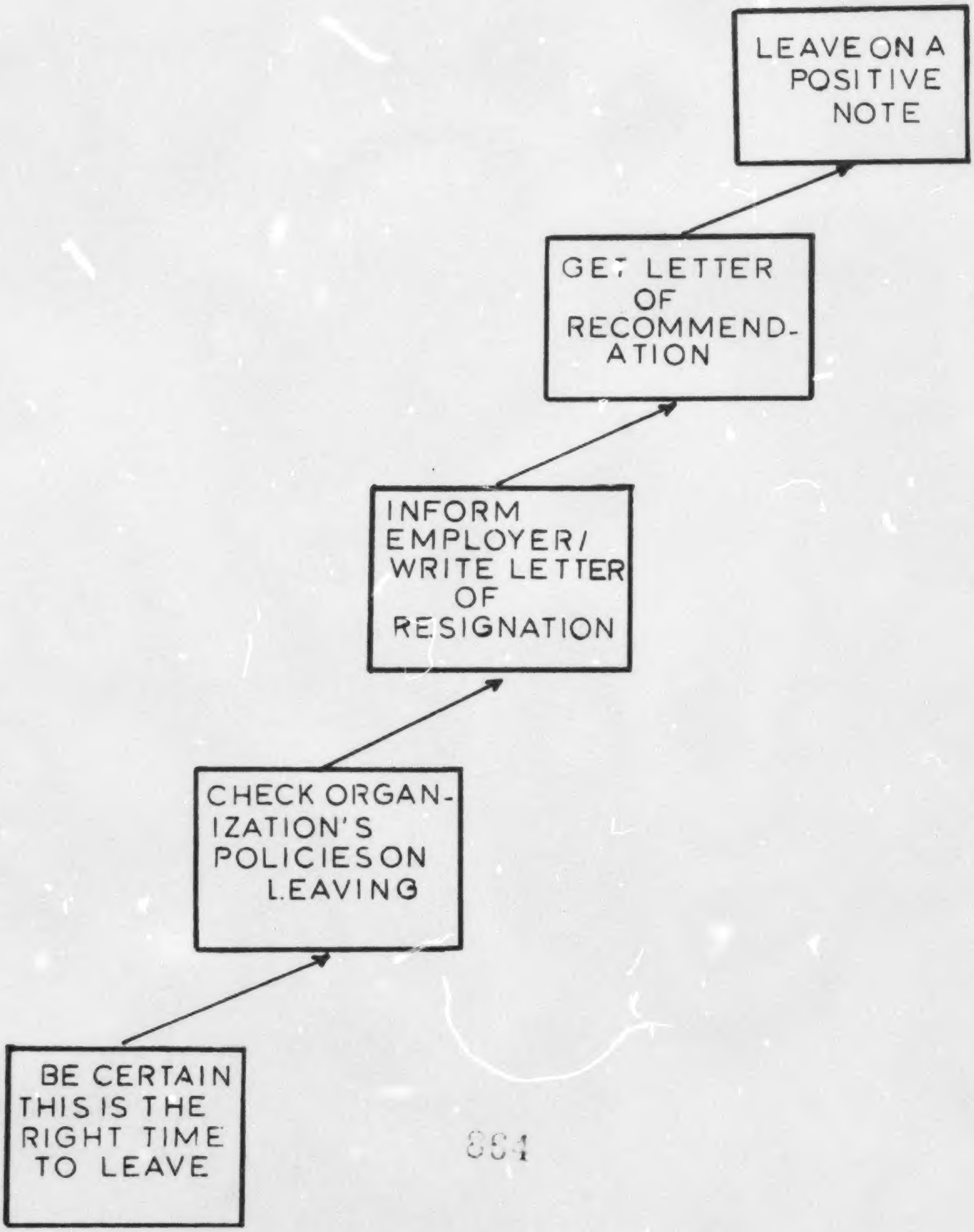
Ask students to write a sample letter of recommendation about themselves.

NOTES:

Refer to background information provided in Informing Your Employer (VI-5-IHb).

REFERENCES AND SUPPLEMENTARY MATERIALS:

STEPS IN LEAVING A JOB SUCCESSFULLY


BE CERTAIN THIS IS THE RIGHT TIME TO LEAVE
CHECK ORGANIZATION'S POLICIES ON LEAVING
INFORM EMPLOYER/ WRITE LETTER OF RESIGNATION
GET LETTER OF RECOMMENDATION
LEAVE ON A POSITIVE NOTE

INFORMING YOUR EMPLOYER

Looking for a new job? If you are, don't tell anyone at work your plans. You may be embarrassed if you can't find a suitable new job. You certainly don't want your employer to find out from another employee that you are thinking of quitting. If this happens, you may be asked to leave before you planned. It is strongly advised that your employer be the first to know at your place of work that you are planning to leave.

Once you are ready to leave your job, the following is recommended:

1. Check to see if your company has a policy for resigning from a job.
    - If they do have a policy, follow their procedures.
    - If your company does not have a policy you need to determine who you should notify. The person you choose should have at least the authority to hire and fire personnel.
2. Give your employer sufficient notice. This is usually two weeks so that they can hire and train a replacement for you.
3. Inform your employer both verbally and in writing that you are leaving. The notice should include at least the following:
    - The fact that you are leaving.
    - The date you plan to leave.
    - The reason for leaving.
    - An offer to help train your replacement.
    - A thank you for the opportunity to work.

The letter of resignation should be short and to the point. (See example.)

You want to leave your job on a positive note. Good recommendations from former employers can be of great help in getting better jobs in the future. Therefore the following is essential when you leave a job:

- Get a letter of recommendation.
- Work hard during your final days on the job.
- Don't "tell off" your boss on the last day.
- Never "blow your top" at the end.
- Be sure you know how to get any back pay due to you.

SUGGESTED DISCUSSION QUESTIONS:

1. Who at your company would you notify that you are planning to leave? (Name and title)
2. Why would you notify this person?
3. Why is it important to notify your employer properly that you are planning to leave your job.
4. Briefly describe how you would tell your employer that you are leaving.

*From Mathiasen, Matto and Sweeney, Work Experience Education, Instructional Guide. Sacramento, Calif: California State Department of Education, 1981.

A SAMPLE LETTER OF RESIGNATION

25 Martin Road
Santa Monica, CA 90015
May 1, 1982

Mr. John Steele
President
D&E Paints
409 Center Street
Los Angeles, CA 90021

Dear Mr. Steele:

This letter is to notify you that I will be leaving D&E Paints on May 15, 1982. I have accepted a full-time position with Lord's Hardware in Pasadena.

I have enjoyed working with you and the other employees. If I can assist in training my replacement, please let me know.

Sincerely,

Thi Tran

LETTER OF RECOMMENDATION

Job hunting is very competitive. According to many employers one of the most impressive documents you can have to support your application for employment is a letter of recommendation from an employer or supervisor. This letter should indicate that you have worked successfully for the person that wrote the letter.

The following steps are suggested in order to obtain a letter of recommendation:

1. Check to see if your organization has a policy regarding the writing of letters of recommendation. If they do have a policy, follow their procedure.

2. If they do not have a policy, decide who would be the best person to write a letter of recommendation for you. Then ask that person if they would be willing to write a letter of recommendation for you.

If you have been a good employee, there is usually very little difficulty in getting your employer or person in charge to agree to write a letter for you. Sometimes the problem is writing the letter. Some people have had very little experience in writing letters of recommendation. They are often extremely busy with their other job duties. To help them with the letter, the following is suggested:

3. Write your own letter of recommendation. Include the information you would like to see in the letter, and prepare it so it is ready to be signed.

4. Show the person the letter you have prepared. Ask if he or she would like to sign your letter or use it as a guide in writing a letter for you. Be sure to give the person at least three days to a week's notice to complete the letter for you.

NOTE: You do not have to be leaving a job to ask for a letter of recommendation. Supervisors, managers and other persons in charge change their jobs often. Try to obtain letters from all the people you work for in order to build an impressive file.

Letters of recommendation can be short and to the point. They do not necessarily have to be long letters. However, they should include the following information:

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*From Mathiasen, Matto and Sweeney, Work Experience Education, Instructional Guide. Sacramento, California: California State Department of Education, 1981.

LETTER OF RECOMMENDATION (Cont.)

- Company letterhead.
- Current date.
- Addressed to - To Whom It May Concern.
- Your name and job title.
- Dates you worked for the person signing the letter.
- At least three skills or accomplishments you have developed.
- A recommendation.
- Name and title of person signing the letter.

(See sample letter of recommendation.)

A SAMPLE LETTER OF RECOMMENDATION

(COMPANY LETTERHEAD)

MAY 1, 1982

TO WHOM IT MAY CONCERN:

LAN THI TRAN HAS WORKED IN THE STOCK ROOM OF "K" INDUSTRIES FOR THE PAST EIGHT MONTHS FROM OCTOBER, 1981 TO THE PRESENT. SHE VERY SELDOM MAKES AN ERROR, COMMUNICATES WELL WITH BOTH EMPLOYEES AND CUSTOMERS, AND HAS LEARNED TO HANDLE PRESSURE SITUATIONS.

I WOULD RECOMMEND LAN AS AN EXCELLENT EMPLOYEE.

SINCERELY,

BEVERLY WILSON
MANAGER

VII. CAREER DEVELOPMENT RESOURCES

PRINTED MATERIALS

MULTI-MEDIA MATERIALS

The following materials have either been identified through the use of a survey sent to the California community colleges regarding appropriate career education materials being used successfully with Indochinese students, or through research conducted by the Project Director with the National Indochinese Clearinghouse, publishers of career materials, private agencies doing job development with Indochinese refugees, etc.

This is not a complete list of materials by any means, but it is our intention that if we provide you with a bibliography of materials which have been used successfully in providing career guidance to Indochinese refugees, that you could then choose those materials which would be most appropriate for your setting and your clients' particular needs.

NOTE: Due to constant changes in cost for these items, we have put "n.a." (cost not available at this time) on several items. We encourage you to write to the published source for a price list.

SECTION: PRINTED MATERIALS
AREA COVERED: Assessment

TITLE	PUBLISHER/SOURCE	COST	LANGUAGE	ANNOTATION
Bilingual Vocational Oral Proficiency Test	Melton Peninsula, Inc. 1949 Stemmons Freeway Suite 690 Dallas, Texas 75207 (800) 527-7830	$45.00 + 6% shipping	English	Provides a comprehensive assessment of listening/speaking skills: ability to understand work-related questions; provide warnings and cautions; give directions and procedures; explain needs and reasons for actions orally in a work-related context.
Career Exploration Series (CES)	CFKR Career Materials, Inc. P.O. Box 4 Belmont, CA 94002	$1.25 ea. $6.50/set	English	Career interest inventories that focus on these occupational fields: AG-O--Agriculture; conservation; forestry BIZ-O--Business; Sales; Management; Clerical CER-O--Consumer/Home Econ.; Related fields DAC-O--Design; Performing Arts; Communication IND-O--Industrial; Mechanics; Construction SCI-O--Scientific; Mathematical; Health
Finding a New Job With The Skills You Already Have	State of California Employment Dev. Dept. Educational Liaison Off. 800 Capitol Mall, Rm. 6018 Sacramento, CA 95814	Free	English	A do-it-yourself guide to analyzing your skills and using them to find a new job or start a new career.
Glenn Occupational Scales for Indochinese (GOSI)	Christopher Glenn 3030 S.W. 2nd Portland, Oregon 97201	$10.50 + 10% shipping $12.50 + 10% shipping	English Vietnamese Cambodian Laotian	The GOSI is a 63 item self-administered vocational interest and aptitude inventory designed specifically for Indochinese, ages 16 and older. It can be used with clients at any stage of job exploration.

SECTION: PRINTED MATERIALS
AREA COVERED: Assessment

TITLE	PUBLISHER/SOURCE	COST	LANGUAGE	ANNOTATION
JOB-O	CFKR Career Materials, Inc. P.O. Box 4 Belmont, CA 94002	$1.43	English Vietnamese	A general career interest inventory that provides the student with a unique game-like format to match educational aspirations and job interests with 120 major job titles.
The Major-Minor-Finder	CFKR Career Materials, Inc. P.O. Box 4 Belmont, CA 94002	$1.25	English	Designed for college major exploration and decision-making, the program has a reusable assessment booklet which matches aptitudes and interests with 99 college majors. Relates jobs, skills, and interests with the 99 majors.
The Self-Directed Search (John C. Holland)	Consulting Psychologists Press, Inc. 577 College Ave. Palo Alto, CA 94306	$15.00 + tax Pkg. of 10	English Vietnamese Spanish	The S.D.S. consists of a 16-page assessment booklet that enlists the client in an evaluation of his or her own abilities and interests and an 8-page occupation finder that stimulates an active exploration of the world of work.

SECTION: PRINTED MATERIALS
AREA COVERED: Career Exploration, Career Decision-Making,
Job Search, Success On The Job

TITLE	PUBLISHER/SOURCE	COST	LANGUAGE	ANNOTATION
ABLEST Adult Basic Literacy Education Skills Training: Community Service, Government & Law, Money Management, Health Occupations	Fearon Education 6 Davis Drive Belmont, CA 94002 (415) 592-7810	$1.80 Each Individual Title	English	Illustrated, high interest, low readability texts in community services, government and law, health, money management, and occupations. They teach basic life skills that all adults should have to function as active members of our society.
Application forms	Frank E. Richards Pub. Co., Inc. P.O. Box 66 Phoenix, NY 13135	$2.25	English	A step-by-step approach to learning how to fill out employment application forms. Designed to help in understanding important application words and to learn to respond accurately to specific direction demands.
Basic Employment Information A Student Handbook	Los Angeles Unified School District, Division of Career & Continuing Educ. Publication #SC-629		English	A student handbook covering jobs and employment, basic economics, federal and state laws affecting employment, labor organizations, employee benefit programs, consumer affairs and occupational training opportunities in Los Angeles.
Basic Skills on the Job	Lakeshore Curriculum Materials Co. 1695 E. Dominguez St. P.O. Box 6261 Carson, CA 90749 (213) 537-8600	$7.95	English	Offers 24 lessons sequenced from simple to more complex activities in basic skills on the job: Want ads, resumes, job applications, hours worked, alphabetical order, filing, pricing, and more.
Career Decision-Making A Process Guide	Carol Leeman, Proj. Dir. Antioch Unified School District; 510 "G" Street Antioch, CA 94509	UPS Shipping Chg.	English	A complete curriculum guide covering the career decision-making process. Includes such topics as values clarification, decision-making, career exploration, testing, preparing for the world of work.

SECTION: PRINTED MATERIALS
AREA COVERED: Career Exploration, Career Decision-Making,
Job Search, Success On The Job

TITLE	PUBLISHER/SOURCE	COST	LANGUAGE	ANNOTATION
Choice or Change A Guide to Career Planning	Gregg Division/McGraw Hill 8171 Redwood Highway Novato, CA 94947 (415) 897-5201	n.a.	English	A workbook which provides student information along with exercises in 1) What is a Career? 2) Self-Assessment 3) Values Clarification 4) Theories of Vocational Development 5) Occupational Information 6) Life Planning 7) Decision-Making 8) Resumes 9) The Job Campaign and 10) Interview.
The College Major Handbook	CFKR Career Materials, Inc. P.O. Box 4 Belmont, CA 94002	$3.50	English	A resource book that contains definitions of 99 majors, aptitudes and interests needed to be successful in each major, employment outlook of college majors and related career opportunities.
Coming Alive From Nine to Five The Career Search Handbook	Mayfield Publishing Co. 285 Hamilton Avenue Palo Alto, CA 94301	$8.65 incl. tax	English	Contains a complete and demystified career decision making and job search process. It uses creative self-assessment inventories that lead directly into a carefully synthesized version of the Dept. of Labor's 40,000 job titles. Well-written, it is light and whimsical without being trivial. It has been used individually, in day workshops, and semester classes, by over 20,000 career seekers. It has appeal to people of all ages at all stages of the process.
Don't Get Fired	Lakeshore Curriculum Materials 2695 E. Dominguez St. P.O. Box 6261 Carson, CA 90749 (213) 537-8600	$2.95	English	An activity book which portrays 13 poor work habits guaranteed to contribute to unemployment. Realistic dialogues written on a low reading level and action photos present examples of how not to act on the job. Includes follow-up exercises for students to evaluate and draw conclusions about alternative ways to behave at work. Students gain reading and vocabulary skills.

SECTION: PRINTED MATERIALS
AREA COVERED: Career Exploration, Career Decision-Making, Job Search, Success On The Job

TITLE	PUBLISHER/SOURCE	COST	LANGUAGE	ANNOTATION
Emphasis: Change	Olympus Publishing Co. Two Olympus Plaza 1670 E. Thirteenth South Salt Lake City, Utah 84105	$2.95	English	Covers how to find out where the jobs are; how to get hired; tips for being successful on the job.
Emphasis: Decisions	Olympus Publishing Co. Two Olympus Plaza 1670 E. Thirteenth South Salt Lake City, Utah 84105	$2.95	English	One in a series of booklets that covers the importance of decision-making, obstacles to making decisions, strategies, and a step-by-step decision-making process.
Emphasis: Preparation	Olympus Publishing Co. Two Olympus Plaza 1670 E. Thirteenth South Salt Lake City, Utah 84105	$2.95	English	Provides information on the wide variety of educational and training programs. This book provides a step-by-step process which enables one to make a well thought-out decision about the best training program for them.
Emphasis: Self	Olympus Publishing Co. Two Olympus Plaza 1670 E. Thirteenth South Salt Lake City, Utah 84105	$2.95	English	This booklet guides you through a self-analysis. Interests are identified, skills are discovered and values are clarified. It also helps you to discover what type of lifestyle best satisfies all those areas.
Emphasis: Work	Olympus Publishing Co. Two Olympus Plaza 1670 E. Thirteenth South Salt Lake City, Utah 84105	$2.95	English	This booklet covers the meaning of work; information about work and how to find it; career clusters.

SECTION: PRINTED MATERIALS
AREA COVERED: Career Exploration, Career Decision-Making, Job Search, Success On The Job

TITLE	PUBLISHER/SOURCE	COST	LANGUAGE	ANNOTATION
Finding Work	Follett Publishing Co. 1010 W. Washington Blvd. Chicago, IL 60607	n.a.	English	A workbook which develops skills in finding out about job openings, and job qualifications. Exercises in sources of job information, understanding want ads, checking your qualifications and filling out an application are included.
From Dreams to Reality Career Cards	Program Department Girl Scouts of the U.S.A. 830 Third Avenue New York, NY 10022	$2.25		This packet contains cards depicting women in 80 different occupations. Cards contain descriptions of the job with quotes from women who work in those jobs. Qualities, education and training, salary, places of employment and sources for more information are also included.
Getting and Holding a Job	Frank E. Richards Publ. Co., Inc. P.O. Box 66 Phoenix, NY 13136	$2.25	English	A comprehensive work text developed especially for the young adult getting ready to enter the business world. After study, the book is designed to be retained by the reader as a source of special information later in such matters as fringe benefits, social security, unions, methods of salary payment, payroll deductions, and federal income tax.
How to Write Yourself Up	Frank E. Richards Publ. Co., Inc. P.O. Box 66 Phoenix, NY 13136	$2.25	English	Provides instruction and practice in writing business letters; filling out job applications; applying for credit, social security; installment buying; completing forms relating to banking, postal and income tax.
It's Up to You: Language Skills and Strategies for Getting a Job	Longman, Inc. 19 W. 44th St. New York, NY 10036	$3.95 Cassette: $7.95	English	Workbook/tape unit, especially written for ESL students on the high intermediate or advanced level, teaching information and strategies useful in getting jobs. Real interviews are presented on the tapes; workbook exercises include vocabulary work, practice with frequently-asked interview questions, and discussions of cultural concepts.

SECTION: PRINTED MATERIALS
AREA COVERED: Career Exploration, Career Decision-Making, Job Search, Success On The Job

TITLE	PUBLISHER/SOURCE	COST	LANGUAGE	ANNOTATION
Janus Job Interview Guide	Janus Book Publishers 2501 Industrial Pkwy. W. Hayward, CA 94545	$3.25 Includes Teacher's Manual	English	Students learn the Do's and Don'ts of being interviewed. Dress, grooming, manners, speech, confidence, are emphasized. Students "observe" realistic interview situations depicted in action photos and easy-to-read dialogue.
Janus Job Interviewing Kit	Janus Book Publishers 2501 Industrial Pkwy. W. Hayward, CA 94545	$32.50 - 30 photo cards, job ticket books, 3 spirit masters, and 1 teacher's guide	English	30 realistic interview situations presented in the kit give students practice in 1) preparing for a specific interview; 2) dressing and grooming appropriately; 3) introducing themselves to an employer; 4) answering specific questions; 5) thinking on their feet; 6) closing an interview.
Janus Job Planner	Janus Book Publishers 2501 Industrial Pkwy. W. Hayward, CA 94545	$2.95 includes Teacher's Manual	English	Students are led through a series of simple, self-scoring inventories that help them assess their work-related interests, values, attitudes, and experiences. They are also helped to make job choices, set goals for the future and prepare a budget.
Job Application Language	Janus Book Publishers 2501 Industrial Pkwy. W. Hayward, CA 94545	$2.45	English	A workbook designed to help students master words found on job application forms.
Job-Getting Ideas for Vietnamese and Other Newcomers	Contra Costa County Superintendent of Schools 75 Santa Barbara Road Pleasant Hill, CA 94523	Free	English/ Vietnamese	A booklet which covers personal assessment, occupational opportunities, job search, and interview skills as they relate to the Vietnamese.

SECTION: PRINTED MATERIALS
AREA COVERED: Career Exploration, Career Decision-Making, Job Search, Success On The Job

TITLE	PUBLISHER/SOURCE	COST	LANGUAGE	ANNOTATION
Job Interview	Follett Publishing Co. 1010 W. Washington Blvd. Chicago, IL 60607 (312) 666-5858	n.a.	English	A workbook which develops skills in interviewing for a job. Exercises on how to set up a job interview, what to take with you, answering questions, what to do about job discrimination are included.
JOB-O Dictionary	CFKR Career Materials, Inc. P.O. Box 4 Belmont, CA 94002	$1.25 $3.50	English English/ Vietnamese	A source book of comprehensive, yet simply presented job information. Can be used to supplement job awareness and job exploration. Provides definitions and major job duties of 120 job titles used in the JOB-O.
My Job Application File	Janus Book Publishers 2501 Industrial Pkwy. W. Hayward, CA 94545	$2.25 includes Teacher's Manual	English	A workbook that helps students learn how to fill in a typical job application form. Step-by-step exercises teach students how to answer requests for information about their personal history, education, health, work experience, etc.
Occupations	Fearon Education 6 Davis Drive Belmont, CA 94002 (415) 592-7810	$1.25	English/ Vietnamese	Provides descriptions of occupations in both Vietnamese and English.
Occupations	Lancaster-Lebanon Intermediate Unit 1110 Enterprise Road East Petersburgh, PA 17520	$1.25	English, Vietnamese, Spanish	An easy-to-read text for adults written in English, Vietnamese, and Spanish describing various occupations and how to get a job in the U.S.

SECTION: PRINTED MATERIALS
AREA COVERED: Career Exploration, Career Decision-Making,
Job Search, Success On The Job

TITLE	PUBLISHER/SOURCE	COST	LANGUAGE	ANNOTATION
Practical Job Skills	EMC Corp. 180 East Sixth St. St. Paul, Minn. 55101 (800) 328-1452	Workbook $2.45 Reader $3.50 Cassette $9.00	English	A six part series which covers all aspects of pre-vocational career education and job entry skills; low reading level-high motivation. It also has an optional read-along cassette for the reader to offer additional reinforcement.
Preparing For A Job Interview	Frank E. Richards Publ. Co., Inc. P.O. Box 66 Phoenix, NY 13135	$2.25	English	A workbook that discusses planning and preparing for job interviews. Partial contents: Job selection, application forms, personal preparations for a good impression, dressing for an interview, directions, and review exercises.
Preparation For The Interview At The Interview, After the Interview and On The Job	Dr. Vu, Mr. Phat McKeara Indochinese Vocational Proj. Los Angeles Unified School District 1646 S. Olive St., Rm. 225 Los Angeles, CA 90015	Free	English/ Vietnamese/ Cambodian/ Laotion (Translations included in this manual)	A "Do's/Don'ts" list of job search, interview skills, how to get along on the job.
SAFARI	Attn: Bob Ciauri San Bernardino County Schools/ CAREER Education 602 S. Tippecanoe Bay 2010 San Bernardino, CA 92415	$22.58	English	A comprehensive career guidance program for secondary, community college, college, and university level. Includes units on examination, exploration, experience and expansion.

SECTION: PRINTED MATERIALS
AREA COVERED: Career Exploration, Career Decision-Making, Job Search, Success On The Job

TITLE	PUBLISHER/SOURCE	COST	LANGUAGE	ANNOTATION
Survival Skills for Work Duplicating Module	Lakeshore Curriculum Mat'ls. P.O. Box 6261 Carson, CA 90749 (213) 537-8600	$17.95	English	Comprehensive Set of Exercises on how to find, get and keep a job. Reading comprehension skills are stressed using copies of actual forms, as students learn to: o Locate job openings o Interpret classified ads o Prepare for job interviews o Complete application forms Includes an occupational vocabulary test.
The Instructional Guide to Work Experience Education	Work Experience Education Personnel, In-Service Proj. State Dept. of Education State Bldg., Room 4075 1111 Jackson Street Oakland, CA 94607	$5.00	English	Curriculum guide which includes lessons and systems designed to develop attitudes, habits, and skills necessary for success in the world of work. Career development, how to get a job and leave a job, and economic awareness are also included.
The Amazing Adventures of Harvey Crumbaker - Skills for Living: Unit 3: On The Job	Lakeshore Curriculum Mat'ls. 2695 E. Dominguez St. P.O. Box 6261 Carson, CA 90749	$19.95	English	Easy-to-use lessons and follow-up activities designed to teach students the necessary skills needed to get hired and function in the world of job responsibilities.
The Quick Job-Hunting Map Bolles, Richard N.	Ten Speed Press P.O. Box 7123 Berkeley, CA 94707	$1.25	English	A workbook designed to assist the vocationally undecided and the job hunter in identifying skills and interests as they relate to the what, where, and how of focusing in on the job choice and getting hired.

SECTION: PRINTED MATERIALS
AREA COVERED: Career Exploration, Career Decision-Making, Job Search, Success On The Job

TITLE	PUBLISHER/SOURCE	COST	LANGUAGE	ANNOTATION
The Three Boxes of Life Bolles, Richard N.	Ten Speed Press P.O. Box 7123 Berkeley, CA 94707	$7.95	English	There are 3 rather all-encompassing areas of life according to Bolles: education, work, and retirement. This manual is designed to assist the individual in preparing effectively for each. Historical and statistical information, tips, insights, humor, practical exercises and annotated references are provided, the use of which will facilitate one in balancing the preparation of and fulfilling use of 3 areas concurrently. The book examines the elements necessary for creativity, satisfaction, and purpose in one's life. Excellent for personal use, and in inspiring others in the world of education, work and retirement.
The Very Basics of Work Reading Series	Lakeshore Curriculum Mat'ls. 2695 E. Dominguez St. P.O. Box 6261 Carson, CA 90749 (213) 537-8600	$19.50	English	At a functional level, these books teach the skills needed to find and keep a job and to operate comfortably in a work environment. Emphasizes attitudes, behavior, responsibility to the employer and to employees --low absenteeism, punctuality, good work habits. Includes information on taxes, payroll deductions, and job benefits as well as tips on how to use community resources to find a job.
The Work Series	Hopewell Books, Inc. 1670 Sturbridge Dr. RD #1 Sewickley, PA 15143	n.a.	English	A series of 8 books written on a second grade reading level--complete with teacher's guide. Emphasizes--job training, how to find and keep a job, attitudes and behaviors on the job, rules and responsibilities at work, how to get along with people at work, understanding a paycheck, company benefits, tax deductions, unemployment benefits. (Photographs and illustrations explain the text.)

SECTION: PRINTED MATERIALS
AREA COVERED: Career Exploration, Career Decision-Making,
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TITLE	PUBLISHER/SOURCE	COST	LANGUAGE	ANNOTATION
World of Work "The ABC's of Success"	Indochina Job Center 2110 E. First St., Suite 115 Santa Ana, CA 92705	n.a.	English	A training program for Southeast Asian refugees in finding and keeping a job in America and also developing basic living skills. This project is not funded to reproduce their curriculum for distribution. Contact Nancy Cannon, World of Work Supervisor for further information.
The World of Work	New Readers Press Div. of Laubach Litracy Int. Box 131 Syracuse, NY 13210	$1.85	English	Gives an uncomplicated explanation of the complicated working world. Provides descriptions of employment services, help-wanted ads, ways to find a job, job training programs, applying and interviewing for a job. Explains paychecks, benefits, unions and worker's rights.

TYPE: VIDEOTAPE

Title: Successful Indochinese at Work in America

Source: Solutions
P.O. Box 762
Los Gatos, CA 95031

Description:

This videotape presents a series of mini-case histories on Vietnamese, Lao, and Cambodian individuals who have successfully developed their careers and lifestyles here in the United States. A variety of occupations and work settings are presented. The audience is challenged to find ways of applying the techniques used by these individuals to their own lives.

TYPE: VIDEOTAPE SERIES

Title: "I Want To Know"

Source: Center for Applied Linguistics
Publications
3520 Prospect Street, N.W., Washington, D.C. 20007
(202) 298-9292

Cost: $120 each: all 13 $1400.

Description:

The thirteen tape series cover a variety of subjects, supplying practical, immediately useful information in both Vietnamese and English to help ease the hardships of resettlement. Each tape is devoted to a single subject, presented as a panel discussion between a Vietnamese refugee, an American expert, and a Vietnamese bilingual/bicultural moderator. Available on 3/4" color cassettes or 1/2" black and white open reel.

1. Finding a Place to Live
2. Sources of Assistance
3. How to Get Around in America
4. American Customs and Manners
5. Feeding and Clothing My Family
6. Health Care
7. My Legal Status
8. Job Opportunities
9. How best to Learn English
10. Schools for My Children
11. Experiences of Immigrants from Other Countries
12. Experiences of Long-Time Vietnamese Residents in America
13. American Government and Law

TYPE: CASSETTE

Title: Job

Source: CAM-LA-VIE Association
40 S.W. 202 Street
Oklahoma City, Oklahoma 73139

Cost: $5.95 plus shipping charge

Language: Vietnamese
Cambodian
Laotian

Description:

The tape provides information on general work day, salary, sick leave, holidays, vacations, good work and habits. It is suggested that it is beneficial to provide a visual demonstration while playing the tape.

TYPE: SLIDESHOW

Title: Jobs in America

Source: Ann R. Morton, Jobs in America Director
Portland Community College
12000 S.W. 49th Avenue
Portland, Oregon 97219
(503) 244-6111

Cost: 1 complete show (one occupation) includes carousel with 50-60 slides, tapes in 7 languages, English script and vocabulary sheet. $50.
1 set of slides in carousel (one occupation) without tapes $25.
1 individual tape (one occupation, one language) $5.

Complete package-15 shows which includes 15 carousels containing a total of 886 slides; 105 cassettes with narrations for each show in English, Cambodian, Hmong, Laotian, Mien, Spanish and Vietnamese; scripts of the English narrations; and vocabulary sheets to accompany the English narrations. $500

Description:

Jobs In America is a series of 15 slide-tape shows designed to present vocational information to persons of limited English-speaking ability. Each 6 to 8 minute show deals with a specific job and consists of approximately 60 color slides showing persons engaged in the work.

Cassette tapes in English and six other languages accompany each show. The narration describes the nature of the work and gives basic facts about places of employment, tools and equipment used in the work, training required, opportunities for advancement, employment outlook, earnings and working conditions. Vocabulary sheets explaining difficult or technical English words and phrases are available for discussion prior to viewing the shows.

Unit 1	Automobile Mechanics
Unit 2	Carpenters
Unit 3	Electronics Assemblers
Unit 4	Clothing and Machine Operators
Unit 5	Office Workers
Unit 6	Machinists
Unit 7	Licensed Practical Nurses
Unit 8	Welders
Unit 9	Teachers Aides
Unit 10	Data Entry Operators
Unit 11	Cooks
Unit 12	Beauticians
Unit 13	Dental Assistants
Unit 14	Building Maintenance Workers
Unit 15	Drafters

TYPE: VIDEOTAPE
SLIDE/TAPE

Title: Orientation Series - Employment

Source: Language and Orientation Resource Center
Center for Applied Linguistics
3520 Prospect Street N.W.
Washington, DC 20007
(202) 298-9292

Cost:	Video Tape:	1 Title 1 Language	$70.00
	Slide/Tape:	1 Carousel 6 Languages	$125.00

Description:

This 20 minute program on employment discusses the work ethic in the United States, discourages dependency on welfare, identifies sources of information on job openings, visualizes the concept of upward mobility, models behavior on the job, including interaction with fellow employees and supervisors, and portrays women as a sizeable portion of the work force.

TYPE: FILMSTRIP/CASSETTE

Title: Where Am I Going?

Source: CFKR Career Materials, Inc.
P.O. Box 4
Belmont, CA 94002

Cost: $29.95 Filmstrip/Cassette

Description:

This filmstrip is designed to be used as a visual orientation to the CES inventory and the folder Choosing a Career (see printed materials). It is a 15 minute program which presented the student with an organized method for making career decisions.

The program emphasizes:

- The need for self-assessment when making career decisions.
- The need to know about job clusters.
- The need to start thinking about the future and to start planning for a career.
- A definitive plan for assessing, preparing, and deciding.

TYPE: SLIDE/TAPE

Title: Work in America

Source: Educational Media and Curriculum Consultants
P.O. Box 721
Sherwood, Oregon 97140

Cost:
- o One complete set of all four slide/shows in all five languages.
  Price: $298.00
- o One complete set of all four slide/shows in any one language, Vietnamese, Laotian, Cambodian, Spanish or English.
  Price: $200.00
- o One class set of ten booklets in any one language, Vietnamese, Laotian, Cambodian, or English.
  Price: $26.00

Description:

Work in America is a pre-employment program designed for the special needs of the Indochinese refugees. The program includes four slide/tape presentations in five languages: Vietnamese, Laotian, Cambodian, Spanish, and English. The first slide show covers a cultural orientation to work in America. This is an overview of the work world in the United States with some historical background to the work values held by many Americans today. The second show is on finding a job. It tells how to use the want ads, phone book, public and private employment agencies and other sources to find job openings. The third show covers the three ways to apply for a job: in person, by phone, or in writing. Telephone manners, applications, resumes, and how to cope with interviews are included. The fourth and final show deals with starting, keeping and changing jobs. There is also a Work in America booklet that covers many of these same topics giving the student the basic information needed for a successful job hunt, including occupational exploration and how to get the training you will need. The booklets come in four languages: Vietnamese, Laotian, Cambodian, and English.